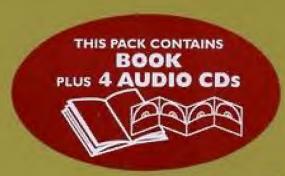
**CAMBRIDGE** 



# English Pronunciation in Use



**Mark Hancock** 

Self-study and classroom use

# English Pronunciation in Use

Self-study and classroom use





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# To the student

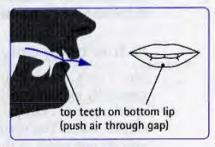
English Pronunciation in Use is a book to help students of English to work on pronunciation, for both speaking and understanding. It is written mainly for students of intermediate level.

### What will I need?

You will need a cassette or CD player to listen to the recorded material that goes with this book. It will be very useful if you have equipment to record your own voice, so that you can hear your own progress. This symbol indicates the track number for recorded material i.e. CD or cassette A, track 1.

Also, when you are studying individual sounds, it is sometimes useful if you have a mirror. With this, you can compare the shape of your own mouth to the mouth in diagrams like this one from Unit 8.

See page 163 for a labelled diagram of the mouth and throat.



## How is English Pronunciation in Use organised?

There are 60 units in the book. Each unit looks at a different point of pronunciation. Each unit has two pages. The page on the left has explanations and examples, and the page on the right has exercises. The 60 units are divided into three sections of 20 units each. Section A is about how to say and spell individual sounds. Section B is about joining sounds to make words and sentences. Section C is about pronunciation in conversation.

After the 60 units, there is a fourth section, Section D, which contains the following:

- · Introduction to phonemic symbols
- · Pronunciation test
- · Guide for speakers of specific languages
- Sound pairs
- Sentence stress phrasebook
- Glossary

At the end of the book there is a Key with answers.

With the book, there is also a set of four cassettes or CDs, one for each section of the book.

### What order shall I do the units in?

It is better if you balance the work that you do from the three sections: first, do a unit from Section A, then a unit from Section B, then a unit from Section C, then another unit from Section A, and so on.

So, for example, you could begin like this:

Unit 1, then Unit 21, then Unit 41, then Unit 2, etc. At the end of each unit, you will find a note telling you where to go next.

If you have problems in hearing the difference between individual sounds in Section A of the book, you will be directed to one of the exercises in Section D4 Sound pairs.

You may want to focus your work more closely. If so, here are more ideas:

Do the Pronunciation test in Section D. Count your score for each section. If you did specially
well in any one of the sections, then you may want to miss the units in that section of the book.

to the student

 Look at Section D3 Guide for speakers of specific languages. Find your own language (the languages are in alphabetical order). The notes there will tell you which units are less important for speakers of your language and which sound pairs in section D4 are recommended.

## Do I need to know the phonemic symbols?

It is possible to use this book without knowing phonemic symbols. However, it is useful to learn them because they make it easier to analyse the pronunciation of words. Also, many dictionaries use phonemic symbols to show pronunciation. In Section D1 Introduction to phonemic symbols, you will find a table of the phonemic symbols, plus a set of puzzles to help you learn them.

## Is this book only about pronunciation in speaking?

No, it isn't. Pronunciation is important for both listening and speaking. In many of the units, especially in Sections B and C, the pronunciation point is more important for listening than speaking. For example, when they are speaking fast, many native speakers join words together in certain ways. You need to be able to understand this when you hear it, but it does not matter if you do not speak in this way. People will still understand you. Pronunciation points like this are shown with a grey background and this sign:

It is your choice whether you want to just focus on listening, or whether you want to try to speak that way too.

## What accent of English is used in this book?

For a model for you to copy when speaking, we have used only one accent, a Southern British accent. But when you are listening to people speaking English, you will hear many different accents. If you are not used to these, it can be very difficult to understand what is being said. For this reason, you will hear a variety of accents in some parts of the listening material for this book.

## What is the Sentence stress phrasebook?

It can help you to speak more fluently if you say some very common expressions with a fixed pronunciation, like a single word. In Section D5 Sentence stress phrasebook, some common expressions are given, and they are grouped together by the way they sound: by their sentence stress or rhythm. You can practise listening and repeating these to improve your fluency.

## What is in the Glossary?

In this book, there are some words which are specific to the subject of pronunciation. You can find an explanation of the meaning of these words in Section D6 Glossary.

## How should I use the recordings?

When you are working with the recording, you should replay a track as often as you need to. When you are doing an exercise you may also need to pause the recording after each sentence to give you time to think or to write your answers. When you are instructed to repeat single words there is a space on the recording for you to do so, but if you are repeating whole sentences you will have to pause the recording each time.

# To the teacher

Although English Pronunciation in Use has been written so that it can be used for self-study, it will work equally well in a class situation. In a classroom context, the learners can get immediate guidance and feedback from the teacher. Also, they can practise some of the dialogues and other exercises in pairs. You can direct students with particular pronunciation difficulties to do specific units on their own.

In order to simplify the jargon in the book, many of the terms you may be familiar with are not used. For example, the term *initial consonant cluster* is not used. The unit on initial consonant clusters is called *Unit 24 Oh*, no snow!: Consonants at the start of syllables. The following is an explanation of how the book is organised, ending with the map of contents described in phonological terms.

Section A aims to cover the sounds of English and their main spellings. The units are organised by letters rather than sounds. The intention is that this would be a more intuitive route in for non-specialist users. At the same time, this organisation helps to highlight sound–spelling regularities in English.

The vowels are covered first via the five vowel letters of the alphabet, and their 'long' and 'short' pronunciations, for example the letter A as in *tape* or *tap*. The remaining vowel sounds are presented as vowels which typically occur before a letter R. The consonant sounds are presented through either their most common spelt letter, or by one of their main spellings. The ordering of these units is more or less alphabetical.

The units in Section A are not presented as minimal pairs. Vowels are paired according to their spelling, not their potential for being confused with one another. Consonants are paired mainly where they share the same place of articulation. The units were not organised as minimal pairs for two reasons:

Any sound can form a minimal pair with a number of other sounds, not just one. Organising
units according to minimal pairs would therefore lead to a huge number of units and a lot of
duplication.

Many minimal pairs will be redundant for any given learner, so learners need to be selective.
 Potentially confusing minimal pairs are gathered together in Section D4 Sound pairs. Learners are encouraged to select from these according to their own needs.

Alternatives are included for those areas of pronunciation which are especially susceptible to variation across different varieties of English. For example, where there is a letter R with no vowel after it, many speakers do not pronounce the R and many other speakers do pronounce it, and both varieties are presented.

Many vowel sounds are treated as local variants of vowel + R. For instance, the diphthong /13/ is initially presented not as a sound in itself, but as a variant of /it/ when it occurs before R or L.

Some of the pronunciation points in the book are potentially irrelevant to some learners. For instance, for learners whose aim is mainly to communicate with other non-native speakers of English, accurate production of the sounds  $/\theta$  and  $/\delta$  is probably not necessary. Research English, accurate production of the sounds with other approximations such as /t and suggests that where speakers substitute these sounds with other approximations such as /t and /d, communication is not impeded (Jennifer Jenkins: 2000)\*. In many such cases, readers are advised of this fact in the units. These pronunciation points are nevertheless included. My feeling is that a distinction can be drawn between what we aim for and what we settle for. Thus, a learner might aim for  $/\theta$  and settle for /t (or /s).

Similarly, even in cases where a learner does aspire to communicate with native speakers, there are many pronunciation features where receptive competence would be sufficient. For instance, such a learner would need to understand speech with weak forms, but not necessarily produce it. This is indicated in the units by a grey background shade and the sign 'Important for listening'. Nevertheless, there may be exercises which ask the learner to produce such features. I have observed that in many cases, there is no better awareness-raiser than to attempt to produce, even if the aim is receptive competence.

Section B focuses on pronunciation units which are bigger than individual sounds. The units are in three blocks, dealing in turn with syllables, word stress and sentence stress. As the title of the section suggests, these features are looked at more or less in isolation from a communicative context. For instance, in the case of word stress, it is the form as it may appear in a dictionary that is dealt with here. Similarly, in the case of sentence stress, we focus on an unmarked form in Section B. For example, 'What do you think?' is presented with the stress pattern OooO. In a specific conversational context, this same sentence could be said with the stress pattern ooOo, but sentences in conversational context are dealt with in Section C rather than Section B.

Section C focuses on pronunciation features which emerge in the context of conversation. These include discourse organisation, prominence and tone. Note that there is a lot of grey shading in this section, indicating material that is more important for listening than for production. It is felt that while productive mastery of many features of intonation will be beyond the reach of many learners, they may nevertheless benefit from a receptive awareness of them.

Note: The material in Section D3 Guide for speakers of specific languages is based on the pronunciation notes in Learner English (Michael Swan and Bernard Smith: 2001)\*\*. Nevertheless, I have had to extrapolate from the information presented there, as many of the minimal pairs presented in this book are not specifically mentioned in the pronunciation notes in that book.

<sup>\*</sup>Jenkins, J. 2000 The Phonology of English as an International Language. Oxford: Oxford University Press. \*\*Swan, M. and B. Smith 2001 Learner English (Second Edition). Cambridge: Cambridge University Press.

Map of contents described in phonological terms

A Letters and sounds	B Syllables, words and sentences	C Conversation
1 Introduction to vowels and consonants	21 Introduction to syllables	41 Repair strategies
2 The vowel sounds /eɪ/, /æ/	22 Introduction to word stress	42 Pronouncing punctuation
3 The consonant sounds /b/. /p/	23 Introduction to sentence stress	43 Grouping words: chunking
4 The consonant sounds /s/, /z/	24 Syllables: initial consonant clusters	44 Keeping your speaking turn: floor holding
5 The consonant sounds /d/, /t/	25 Syllables: final consonant clusters	45 Discourse markers in story telling: back-channel responses
6 The vowel sounds /i:/, /e/	26 Syllable structure ands endings	46 Discourse markers: 'throw away' words
7 Weak vowels /ə/, /ɪ/	27 Syllable structure and -ed endings	47 Discourse markers: signalling next stage: change-of-state marker
8 The consonant sounds /f/, /v/	28 Word stress: two-syllable words	48 Pitch in pronouncing direct speech
9 The consonant sounds /g/, /k/	29 Word stress: compounds	49 Contrastive stress
10 The sounds /h/, /w/, /j/	30 Word stress: suffixes with penultimate stress	50 New and old information
11 The vowel sounds /aɪ/, /ɪ/	31 Word stress: suffixes with ante-penultimate stress	51 Emphatic stress on important information
12 The consonant sounds /ʃ/, /dʒ/, /tʃ/	32 Sentence stress: short imperatives	52 Contrastive stress on alternatives
13 The consonant sounds /l/, /r/	33 Sentence stress: unstressed words	53 Contrastive stress: correcting
14 The vowel sounds /a:(r)/, /eə(r)/	34 Sentence stress: weak forms of contractions of pronouns	54 Introduction to tone: intonational idioms; fall and rise tones
15 The consonant sounds /m/, /n/, /ŋ/	35 Sentence stress: weak forms of contractions of be	55 Intonation: open and check questions
16 The vowels sounds /əʊ/, /ɒ/	36 Sentence stress: weak forms of contractions of auxiliaries	56 Tonic stress placement
17 The consonant sounds /9/, /δ/	37 Sentence stress: weak forms of articles, prepositions and connectors	57 Intonation: old and new information
18 The vowel sounds /Δ/, /U;/	38 Linking consonant to vowel	58 Intonation: continuing or finishing tones
19 The vowel sounds /3:(r)/, /ɔ:(r)/	39 Linking vowel to vowel	59 Intonation: opinion, disagreement, tag questions
20 The vowel sounds /ɔɪ/, /au/	40 Assimilation and elision	60 High tones: evaluative comment

# Bye, buy Introducing letters and sounds

In writing, words are made of letters. In speech, words are made of sounds. Letters are not always the same as sounds. For example, the words key and car begin with the same sound, but the letters are different. We can see this clearly if we read the two words in phonemic symbols: /ki:/, /ka:/. In the examples below, word pairs have the same pronunciation but different spelling:

buy	bye	sun	son	
weak	week	weigh	way	
too	two	write	right	

Note: There are some exercises to help you learn the phonemic symbols in Section D1.

В

There are two kinds of sounds: consonant sounds (C) and vowel sounds (V). For example, in duck, there are three sounds, consonant-vowel-consonant (CVC). The number of sounds in a word is not usually the same as the number of letters. We can see this if we write the word using phonemic symbols (see Section D1). For example, duck is /dak/.

Writers often play with the sounds in words. For example, if they are finding a name for a cartoon character, they might:

repeat the first sound, for example Donald Duck.

repeat the final sound or sounds (this is called rhyme), for example Ronald McDonald.

(A) Listen to these examples of names and expressions with sound-play. Notice that the writer is playing with the sound, not the spelling. For example, in Dennis the Menace, the last three sounds of the words are the same, but the spelling is completely different.

Mickey Mouse Rudolf the red-nosed reindeer Dennis the Menace **Bugs Bunny** news and views rock and roll wine and dine While the cat's away, the mice will play.



There are probably some sounds in English which do not exist in your language, and others which are similar but not exactly the same. This can make it difficult to hear and make the distinction between two similar words in English.

(A2) Listen to these pairs. Are any of them difficult for you?

hit - heat boat - vote

so - show

sung - sun

wine - vine

wet - wait



Note: To find out which sounds are usually easy or difficult for speakers of your language, see Section D3 Guide for speakers of specific languages.

1.1 In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using words from the box.

son	some	meat	way	threw	pears	sent	week	buy	piece	road	tw
2011	SOME	mean	w ay	FEIT CAA	pears	SCILL	· · · · · · · ·		Proce		-

Last week, I cent my sun Jamie to the shops to bye sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.



1.2 How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

EXAMPLE night <u>CYC</u> (three sounds: fi	irst a consonant, then a vowel and finally another consonant)
1 dog	4 gorilla
2 rabbit	5 snake
3 frog	6 bee

- 1.3 Listen to these possible names of cartoon animals. Do they have the same first sounds? (Write A.)
- Do they rhyme? (Write B.)

  EXAMPLE Sam the lamb

  1 Phil the fox

  2 Mary the canary

  3 Ida the spider

  4 Claire the bear

  8 Kitty the cat
- 1.4 Listen to these sounds. Do you have a similar sound in your language? If you do, write a tick ( ).

5 /dʒ/ (June)
6 /əu/ (s <u>oa</u> p)
7 /θ/ ( <u>th</u> ing)
8 /l/ ( <u>l</u> ife)

# Plane, plan

## The vowel sounds /ei/ and /æ/

When you say the letters of the alphabet, A has the long vowel sound /ei/. You hear this sound in the word plane. But the letter A is also pronounced as the short vowel sound /ei/, as in the word plane.

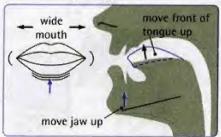
A

(A5a)

 Listen to the sound /e1/ on its own. Look at the mouth diagram to see how to make this long vowel sound.

A5b

• Listen to the target sound /e1/ in the words below and compare it with the words on each side.



	target /e//	
meat	mate	met
come	came	calm
white	wait	wet
buy	bay	boy

A5c

· Listen and repeat these examples of the target sound.

play played plate grey grade great aim age eight



"The rain in Spain falls mainly on the plain."

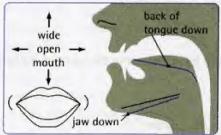
B



 Listen to the sound /æ/. Look at the mouth diagram to see how to make this short vowel sound.

A6b

Listen to the target sound /æ/ in the words and compare it with the words on each side.



	target /æ/	
mud	mad	made
sing	sang	sung
pen	pan	pain
hot	hat	heart



• Listen and repeat these examples of the target sound.

bank bag back can cash carch ham has har



"The fat cat sat on the man's black hat."

Important for listening In most accents, the following words have the vowel [ae]: ask dance castle bath fast But in South East England, speakers change the A sound in words such as these to [a:]. (For more about [a:] see Unit 14.)

C

	frequently
/ei/	A-E (mate), AY (say), EY(grey), EI (eight), AI (wait), EA (great)
/æ/	A but note that if there is an R after the A (and the R does not have a vowel sound after it), A has a different pronunciation, for example arm: see Unit 14.

2.1 Write words for the things in the picture in the correct part of the table.

/ei/		/æ/				
cake		apple				1-27 3 7
				eAA.		
	1		0	CATH!	8	FA

2.2 These words all contain the vowel sound /æ/. Make another word with the same consonant sounds, but changing the vowel sound to /eɪ/.

Examples pan pain	plan plane
1 at	4 tap
2 mad	5 ran
3 man	6 hat

- 2.3 Listen and circle the word with a different vowel sound.
- EXAMPLE black want mad hand
  - 1 sad bag salt tap
  - 2 far fat map add
  - 3 watch catch match land
  - 4 rain said fail train

Then listen again and check.

- 5 case lake name care
- 6 space change plate square
- 7 break great heat weight

2.4 Listen and circle the word you hear. If you find any of these difficult, go to section D4 Sound pairs for further practice.

1	Man or men?	Did you see the man / men?	(⇒sound pairs 1)
		Have you seen my cap / cup?	(⇒sound pairs 2)
		She put her hand on her hat I heart.	(⇒sound pairs 3)
		I've got a pain / pen in my hand.	(⇒sound pairs 4)
		There are bugs in this hay / hair.	(⇒sound pairs 5)

Follow up: Record yourself saying the sentences in 2.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

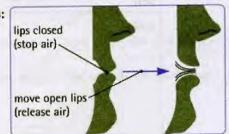
# Back, pack

# The consonant sounds /b/ and /p/

When you say the alphabet, the letters B and P have the sounds /bi:/ and /pi:/. In words, they have the consonant sounds /b/ and /p/.

Look at the mouth diagram to see how to make these sounds:

 Listen to the sounds /b/ and /p/. The mouth is in the same position for both sounds, however in the sound /b/ there is voice from the throat, In /p/, there is no voice from the throat. Instead, there is a small explosion of air when the lips open.



Now listen to the sound /b/ on its own.

 Listen to the target sound /b/ in the words below and compare it with the words on each side. rarget /b/

vest	best	vest
cups	cubs	cups
covered	cupboard	covered

A9d • Listen and repeat these examples of the target sound.

bread bird rubber about able web globe job



"Bernie brought a big breakfast back to bed."

A10a • Listen to the sound /p/ on its own.

• Listen to the target sound /p/ in the words below and compare it with the words on each side. rarget /p/

full	pull	full
cubs	cups	cubs
coffee	сору	coffee



10c • Listen and repeat these examples of the target sound.

price park please apple spring open help jump tape



"Pat put purple paint in the pool."

	frequently	notes
/b/	B (job) BB (rubber)	B is sometimes silent (comb).
/p/	P (open) PP (apple)	PH pronounced /f/ (phone). P is sometimes silent (psychology).

- 3.1 First read this conversation to the end, and then write the letter 'b' or 'p' in each gap.
- (A11) Listen and check your answers.

SID: Where are the Pears?

JOE: \_\_\_ears?!!! Did you say \_\_\_ears?

SID: No, .....ears, you know, fruit!

JOE: Oh, I see, .....ears with a P! They're in the .....ack.

SID: What, in the .....ack of the truck?

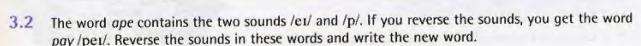
JOE: No, in the .....ack, you know, with a P!

SID: Oh, I see, .....ack with a P! Would you like one?

JOE: No, I'll have a \_\_\_each, please.

SID: A beach?!!!

Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.



EXA	MPLE	tops spot	
1 pe	ach	EASTERED BY EAST-STANFOLD STREET	4
2 ca	Ь	48 followed in the commentation and an inches in a figure 16.	5

3 lip

4 step

5 keeps

3.3 Listen. In one word in each group, the 'b' or 'p' is not pronounced. Circle the word.

(A12) EXAMPLE double doubt Dublin

1 lamb label lab

5 recipe repeat receipt

2 crab robbed climb

6 possibly psychology special

3 cup cupboard copy

7 Cambridge combine combing

- 4 photo potato paper
- 3.4 Listen and tick () the sentence you hear, A or B. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

	A	В	
1	There's a bear in that tree.	There's a pear in that tree.	(⇒sound pair 28)
	He had the beach to himself.	He had the peach to himself.	(⇒sound pair 28)
	They burned it.	They've earned it.	(⇒sound pair 29)
	Say 'boil'.	Save oil.	(⇒sound pair 29)
	This is a nicer pear.	This is a nice affair.	(⇒sound pair 30)
	Would you like a copy?	Would you like a coffee?	(⇒sound pair 30)

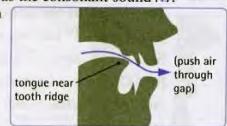
Follow up: Record yourself saying the sentences in 3.4, choosing sentence A or B. Make a note of which you say. Then listen to your recording in about two weeks. Is it clear which sentences you said?

# Rice, rise

# The consonant sounds /s/ and /z/

When you say the alphabet, the letters C and S are pronounced /sit/ and /es/. Notice they both have the consonant sound /s/. But S is also often pronounced as the consonant sound /z/.

A14a • Listen to the sounds /s/ and /z/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /s/, there is no voice from the throat. It sounds like the noise of a snake. In the sound /z/, there is voice from the throat. It sounds like the noise of a bee.



A14b Now listen to the sound /s/ on its own.

• Listen to the target sound /s/ in the words below and compare it with the words on each side. rarget /s/

Z00	Sue	Z00
rise	rice	rise
shave	save	shave
thing	sing	thing



Listen and repeat these examples of the target sound.

sad city science scream glasses lost concert bus place class

"It's six or seven years since Sydney's sister sang that song."

A15a • Listen to the sound /z/ on its own.

Listen to the target sound /z/ in the words below and compare it with the words on each side. target /2/

Sue	Z00	Sue
place	plays	place
breathe	breeze	breathe
beige	bays	beige



A150 • Listen and repeat these examples of the target sound.

<b>Z</b> 00	zero		
lazy	easy	scissors	exact
size	wise	times	

"Zebras in zoos are like dolphins in pools."

Spelling

	frequently	sometimes	notes
/s/	S (sad), SS (class) C (place)	SC (science)	X can spell /ks/ (mix). S is not always pronounced /s/ (sugar, rise, plays).
121	Z (zero), S (nose)	ZZ (buzz) SS (scissors)	X spells /gz/ (exact)SE at the end of a word is usually pronounced /z/ (rise).





Pronunciation may be connected to grammar: close /klauz/ = verb close /klaus/ = adjective

use /juis/ = noun use /ju:z/ = verb house /hous/ = noun house /haoz/ = verb

4.1 Find a way from Start to Finish. You may not pass a square if the word contains the sound |z|.
You can move horizontally (\*\*) or vertically (\$) only.

spots	squares	prize	Since	six	sports
streets	wise	sells	sits	exact	escapes
rice	rise	sense	science	lose	lost
oasis	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	boxes
plays	phase	nose	Smiles	focus	concert

4.2 Complete this conversation using words from

eyes ice niece knees

(A16) the box. Then listen and check.

SID: Alice's niece is nice.

JOE: Are nice, Sid. Plural. Her \_\_\_\_\_ are nice.

SID: I'm not talking about her \_\_\_\_\_, I'm talking about her \_\_\_\_

JOE: Oh, I see, with a C.

JOE: How can \_\_\_\_\_ be nice? It's too cold.

SID: Not : E-Y-E-S!

Follow up: Play the recording again, pausing it after each of Sid's lines. You say Joe's lines before listening to him saying them.

4.3 Listen to the sentences. Look at the words in *italics*. Underline the words in *italics* which contain the sound /s/ and circle the ones which contain the sound /z/. Then listen again and repeat.

Example You can have my tent. It's no use to me. I never use it.

- 1 I'm not going to advise you. You never take my advice.
- 2 Your tooth is loose. You'll lose it if you're not careful.
- 3 The shop's very close to home, and it doesn't close till late.
- 4 I can't excuse people who drop litter. There's no excuse for it.

4.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D Sound pairs for further practice.

1 Price or prize? I got a good price / prize for that painting. (⇒sound pair 31)
2 He sat or he's at? I don't know where he sat / he's at. (⇒sound pair 31)
3 Suit or shoot? They didn't suit / shoot him. (⇒sound pair 32)

3 Suit or shoot? They didn't suit / shoot him. (⇒sound 4 Saved or shaved? I've saved / shaved a lot in the past few days. (⇒sound

5 Sink or think? We didn't sink / think.

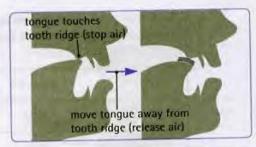
6 Closed or clothed? They were closed / clothed for the cold weather.

(⇒sound pair 32) (⇒sound pair 33) (⇒sound pair 33)

# Down town

# The consonant sounds /d/ and /t/

Listen to the sounds /d/ and /t/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /d/ there is voice from the throat. In /t/, there is no voice from the throat. Instead, there is a small explosion of air out of the mouth when the tongue moves away from the ridge behind the teeth.



Now listen to the sound /d/ on its own.

 Listen to the target sound /d/ in the words below and compare it with the words on each side. rarget /d/

town	down	town
town	down	
they	day	they
page	paid	page
wrote	road	wrote



• Listen and repeat these examples of the target sound.

dog dead sudden advice address mind third food

"David's daughter didn't dance but David's dad did."

Listen to the sound /t/ on its own.

 Listen to the target sound /t/ in the words below and compare it with the words on each side. rarget /1/

die	tie	die
hard	heart	hard
three	tree	three
each	eat	each



 Listen and repeat these examples of the target sound. train twelve Thomas talk

hated until butter worked west night

"Betty bought a tub of butter."

Important for listening

- In many accents, including American accents, the letter T is pronounced like a /d/ when it is between two vowel sounds. So in America, writer |ranto| sounds like rider |ranto|.
- In some accents, for example in some parts of London, the T between two vowel sounds is made not with the tongue but by stopping the air at the back of the throat to make a short silence. So in these accents, butter is pronounced bu'er. In fast speech, many speakers drop the |d| or |t| when they come between two other consonant sounds. So facts |fækts| sounds like fax |fæks|.

	frequently	sometimes	rarely	notes
/d/	D (dog), DD (address)			
/t/	T (tie) TT (butter)	(E)D past tense ending	TH (Thomas)	T can be silent (listen).

	rude said <del>late</del> head fight polite food wait
	There was a young lady called Kate, There was a young waiter called Dwight,
	Who always got out of bed tate. Who didn't like being
	The first thing she,
	When she lifted her He was terribly
	Was I thought it was better to And invited you out for a
5.2 A <sup>22</sup> a	Listen to and repeat these pairs of words. Then put them into the sentences below and listen and repeat the sentences.
AL IP	build / built wide / white weighed / weight heard / hurt down / town dry / try send / sent
A22b	Example Last year, Tom weighted more than Sam, but now they both have the same weight.
	1 It wasn't in a day; it takes ages to a cathedral like that.
	2 When you're out in the mountains, you have to to stay
	3 He it to the wrong address, so he had to another copy.
	4 It my ears when I that noise.
	5 The sofa is too to go through that door.
	6 We went the hill and into the
5.3	Circle the word which does not have the sound /t/. You can use a dictionary.
	Example asked castle letter first
	1 eight Thames whistle walked 4 ended wished left hoped
	2 Thomas needed time liked 5 whiter greater soften written 3 listen winter eaten after
5.4 (A23)	Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.
42	1 Wider or whiter? Choose Dentocream for a wider   whiter smile! (=>sound pair 34)
	2 Dry or try? You have to dry / try it out. (⇒sound pair 34)  3 Proofing or breathing? These animals aren't breeding / breathing! (⇒sound pair 35)
	3 Breeding or breathing? These animals aren't breeding   breathing! (⇒sound pair 35' 4 Thought or taught? She thought   taught for a long time. (⇒sound pair 35')
	5 Aid or age? For us, aid   age is not important. (\$\ightarrow\$sound pair 36\) 6 What or watch? What   Watch a game! (\$\ightarrow\$sound pair 36\)

# Meet, met

# The vowel sounds /iː/ and /e/

When you say the letters of the alphabet, E has the long vowel sound /i:/. You hear this sound in the word *meet*. But the letter E can also be pronounced as the short vowel sound /e/, as in the word *met*.

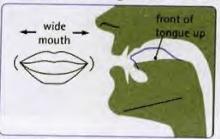
A

A24a

• Listen to the sound /i:/. Look at the mouth diagram to see how to make this long vowel sound.

A24b

Listen to the target sound /i:/ in the words below and compare it with the words on each side.



met meat mate
list least last
bay bee beer
bit beat bet



A24c

Listen and repeat these examples of the target sound.

key keys keeps pea peas piece scene seas seat

"Steve keeps the cheese in the freezer."

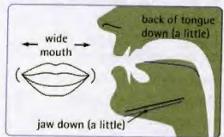
Important for listening When there is an f(x) sound before the letter R at the end of a word, many speakers add the vowel f(x) and do not pronounce the f(x). Compare the vowels in these words: f(x) when f(x) is f(x) and f(x) words are f(x) and f(x) when f(x) is f(x) and f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x) and f(x) are f(x) and f(x) are f(x) are f(x)

B A25

 Listen to the sound /e/. Look at the mouth diagram to see how to make this short vowel sound.

A25b

Listen to the target sound /e/ in the words below and compare it with the words on each side.



man	men	mean	
heard	head	had	W.
mate	met	meat	1
sit	set	sat	1

A250

Listen and repeat these examples of the target sound.

test death red friend said many check shelf leg

"It's best to rest, said the vet to the pet."

C

	frequently	sometimes	notes
/i:/	EE (feet), EA (eat) E-E (scene)	E (me) IE (piece)	Many other vowel sounds are spelt EA, though /i:/ is the most common.
le/	E (men)	EA (death), IE (friend) A (many), AI (said)	If E is followed by R, the vowel is not /e/, but /3:(r)/ for example in serve. (See Unit 19.)

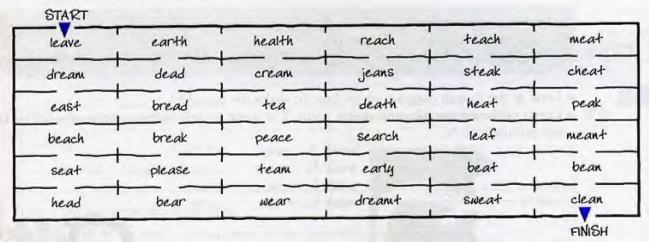
6.1 Listen to the letters of the alphabet. If the letter has the sound /iː/, write ee under it. If it has the sound /e/, write e under it. If the letter does not have /iː/ or /e/, don't write anything.

A B C D E F G H I J K L M	
Lee u	
NOPQRSTUVWXYZ	

6.2 Change the vowel sound from /e/ to /iː/ in these words. Write the new words.

EXAMPLE met meat	
1 check	6 sweat
2 red	7 well
3 bet	8 set
4 men	9 fed
5 fell	10 led

6.3 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /iː/. You can move horizontally (↔) or vertically (‡) only.



- 6.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.
  - 1 Men or man? Did you see the men / man? (⇒sound pair 1)
    2 Pen or pain? I've got a pen / pain in my hand. (⇒sound pair 4)
    3 Bear or beer? That's a strong bear / beer. (⇒sound pair 8)
    4 Live or leave? I want to live / leave. (⇒sound pair 10)
    5 Bed or bird? Did you see the bed / bird? (⇒sound pair 12)
    6 Left or lift? You should take the left / lift. (⇒sound pair 13)

Follow up: Record yourself saying the sentences in 6.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# Carrot, cabbage

# Unstressed vowels /ə/ and /ɪ/

A

In words with two or more syllables, at least one syllable is weak (does not have stress).

• Listen to these words which have two syllables, and the second syllable is weak.

(A28)

carrot cabbage

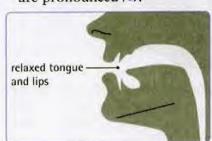
In weak syllables, native speakers of English very often use the weak vowel sounds /ə/ and /ı/.

 Listen again to the two words above: the O in carrot is pronounced /o/ and the A in cabbage is pronounced /i/.

B

Look at the mouth diagram to see how to make the sound /a/.

 Listen to these examples and repeat them. The weak vowels in the unstressed syllables in bold are pronounced /o/.



weak A: away banana woman sugar weak E: garden paper under weak O: police doctor correct weak U: support figure colour



"I ate an apple and a banana in a cinema in Canada."

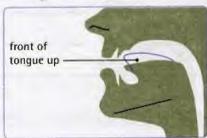
Important for listening

- In words like paper, sugar, colour, the final R is not pronounced in many accents, so vista / vista/ rhymes with sister / sista/, for example.
- Many speakers of English (especially non-native speakers) do not change vowels in weak syllables to /o/.

C

Look at the mouth diagram to see how to make the sound /1/.

 Listen to these examples and repeat them. The weak vowels in the unstressed syllables in black are pronounced /1/.



weak A: orange cabbage
weak E: dances wanted begin women
weak I: music walking
weak U: lettuce minute



"Alex's lettuces tasted like cabbages."

D

## Spelling

Notice in the examples above that nearly any vowel spelling may be pronounced as a weak vowel.



Note: Often, whole words are pronounced as weak syllables, with a weak vowel. For example: half an hour, going to work, Jim was late. See Unit 33.

7.1 Listen to the poem. Circle the words which rhyme.





Mr Porter loves his pasta.

No one else can eat it faster.

Mr Porter's sister Rita,

Buys the pasta by the metre.

Mr Porter's older daughter,

Boils it all in tubs of water.

- 7.2 Listen. In each sentence or phrase there are two vowels which are not /ə/. Circle them.
- A32 Example an apple and a banana
  - 1 from Canada to China
  - 2 The parrot was asleep.
  - 3 The cinema was open.
  - 4 the photographer's assistant
  - 5 a question and an answer
  - 6 a woman and her husband
  - 7 a pasta salad
- 7.3 Write the words in the correct part of the table. Then listen and check.



orange	woman	return	collect	market	begin	visit	asleep
salad	teaches	needed	letter	sofa	peaches	quarter	women

vowel in weak syllable = /ə/	vowel in weak syllable = /1/
woman	orange

- 7.4 Listen and circle the word you hear.
- A34
- 1 Woman or women? What time did the woman / women arrive?
- 2 Dress or address? Where's Kate's dress / address?
- 3 Manager's or manages? The team manager's / manages well.
- 4 Teacher's or teaches? The German teacher's / teaches English.
- 5 Weight's or waiter's? The weight's / waiter's heavy.
- 6 Dancer's or dances? The woman dancer's / dances fast.
- 7 Officer's or office's? The officer's I office's here.
- 8 Away or way? Take that away / way.
- 9 Driver or drive? What a nice driver I drive!
- 10 Racer's or races? The racer's / races finished.

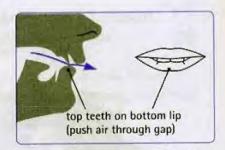
Follow up: Record yourself saying the sentences in 7.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# Few, view

# The consonant sounds /f/ and /v/



 Listen to the two sounds /i/ and /v/. Look at the mouth diagram to see how to make these consonant sounds. Notice that in the sound /f/, there is no voice from the throat, and when you say this sound, you can feel the air on your hand when you put it in front of your mouth. In /v/, there is voice from the throat.



Now listen to the sound /f/ on its own.

• Listen to the target sound /f/ in the words below and compare it with the words on each side.

view	few	view
leave	leaf	leave
three	free	three
сору	coffee	сору



Listen and repeat these examples of the target sound.

fly freeze photo gift offer selfish knife stuff laugh "Frank found four frogs laughing on the floor."

· Listen to the sound /v/ on its own.

 Listen to the target sound /v/ in the words below and compare it with the words on each side. rarget /v/

very	ferry
vest	best
vet	wet
van	than
	vest vet



Listen and repeat these examples of the target sound.

vote voice visa river loved wives of twelve wave

"Vera drove to Venice in a van."

	frequently	sometimes	notes
/f/	F (fell) FF (offer) PH (photo) GH (laugh)		The vowel is shorter before /f/ than /v/, for example in leaf and leave. If you have difficulty making the difference, exaggerate the length of the vowel in leave.
/v/	V (never)	F (of)	

How many /f/ and /v/ sounds are there when you say these numbers? Write the number. 8.1

EXAMPLE 55 4

1 512 .....

2 745 ...... 3 5 ...... 4 11.75

5 7,474

Complete this conversation using words from the box. Then listen and check. 8.2

fan van wife's wives

SID: My wife's left me.

JOE: Your \_\_\_\_\_ left you? How many \_\_\_\_ did you have, Sid?

SID: One wife. And now she has left me.

JOE: Oh, I see, with an F, not with a V!

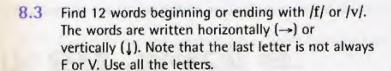
SID: That's right! Yes, she took the \_\_\_\_\_ and drove off.

JOE: What did she want the \_\_\_\_\_ for?

SID: I said \_\_\_\_\_, you know, a kind of vehicle.

JOE: Oh, I see: with a V, not with an F!

Follow up: Play the recording again, pausing after each of Sid's lines. You say Joe's lines before listening to him saying them.



	D	С	L	Α	U	G	Н	1
l	R	0	W	S	Α	٧	E	F
١	1	U	1	L	F	1	٧	E
ı	٧	G	F	-1	Н	Α	٧	E
l	E	Н	E	٧	G	0	L	F
I	0	F	F	E	5	Α	F	E

Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs 8.4

A38

for further practice.

1 Thief's or thieves'? These are the thief's I thieves' fingerprints.

2 Few or view? She's painted a few / view.

(=>sound pair 37) (⇒sound pair 37)

3 Copy or coffee? Do you want a copy / coffee?

(-sound pair 30)

4 Boat or vote? What are you going to do with your boat / vote? 5 Worse or verse? I don't know which is worse / verse.

(=sound pair 29)

6 Free or three? We got free I three tickets!

(=>sound pair 38) (=sound pair 39)

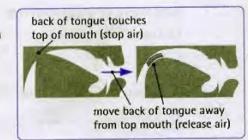
Follow up: Record yourself saying the sentences in 8.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# Gate, Kate

# The consonant sounds /g/ and /k/



Listen to the two sounds /g/ and /k/. Look at the mouth diagram to see how to make these sounds. Notice that in the sound /g/, there is voice from the throat. In /k/, there is no voice from the throat. When you say this sound, you can feel the air on your hand when you put it in front of your mouth.



В



· Now listen to the sound /g/ on its own.

 Listen to the target sound /g/ in the words below and compare it with the words on each side. rarget /g/

Kate	gate	Kate
back	bag	back
wood	good	wood
loch*	log	loch

\* This is the Scottish word for lake: the final consonant sound does not exist in English.

Listen and repeat these examples of the target sound.

ghost guess green angry bigger ago dog league

"Grandma gave the guests eggs and frog's legs."



Listen to the sound /k/ on its own.

 Listen to the target sound /k/ in the words below and compare it with the words on each side. rarget /k/

gap	cap	gap
dogs	docks	dogs
missed	mixed	missed
water	quarter	water

Listen and repeat these examples of the target sound.

quick club keep school soccer raxi milk ache comic

"The king cooked the carrots and the queen cut the cake."

	frequently	sometimes	notes
/g/	G (go) GG (bigger)	GH (ghost) GU (guest)	G can be silent (sign, foreign).  The vowel sound is a bit longer before /g/ than before /k/ in pairs like bag and back.

	beginning	middle	end	notes
/k/	C (can) K (king)	CC (soccer) CK (locker)	K (milk) CK (black) C (comic) CH (ache)	QU spells the sound /kw/, e.g. quick /kwtk/. X spells the sound /ks/, e.g. (six) /stks/. In some words beginning with K, the K is silent, e.g. know, knife.

Add the sound /g/ or /k/ to the beginning of these words and write the of sounds, not spelling. For example, if you add /k/ to the beginning of quarter /kwo:tə/. The sound is similar but the spelling is completely different parts.	f water /wɔːtə/, you get				
EXAMPLE eight gate					
1 up 5 old	8 all				
2 aim 6 lime	9 rate				
3 ache 7 air 10	0 ill				
4 round					
Complete the second line to rhyme with the first line, using a word fro Then listen and repeat.	m the box.				
rocks cake ache <del>locker</del> key bigger queue kitch	nen six ask				
Example He dressed for soccer, And closed his locker					
1 Kelly Collins couldn't figure, 4 I saw a	fox,				
How to make the plants grow Behind to	those				
2 I'd like five bricks, 5 Clara sa	w a friend she knew,				
He came home with a stomach					
Complete this conversation using words from the box. Then listen and	check. lock log Loch				
7 67	So and the				
Follow up: Play the recording again, pausing it after each of Sid's lines.  You say Joe's lines before listening to him saying them.					
Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.					
1 Ghost or coast? Did you see the ghost / coast?	(⇒sound pair 40)				
2 Glasses or classes? I don't need glasses / classes.	(⇒sound pair 40)				
	(⇒sound pair 40) (⇒sound pair 40)				
	(-30tha pan 40)				
Follow up: Record yourself saying the sentences in 9.4, choosing one of					
	of sounds, not spelling. For example, if you add /k/ to the beginning of quarter /kwo:ta/. The sound is similar but the spelling is completely different flows: Listen and circle the word you hear. If you find any of these difficult, gord rother practice.  or sounds, not spelling. For example, if you add /k/ to the beginning of quarter /kwo:ta/. The sound is similar but the spelling is completely different flows: Sound				

# Hear, we're, year

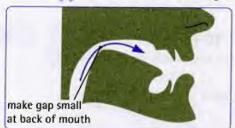
# The sounds /h/, /w/ and /j/

The sounds /h/, /w/ and /j/ only happen before a vowel sound.

• Listen to the sound /h/. Look at the mouth diagram to see how to make this sound.

• Listen to the target sound /h/ in the words below and compare it with the words on each side.

• Then listen and repeat the examples of the target sound.



	target /h/	
old	hold	old
art	heart	art
force	horse	force
sheet	heat	sheet

### Examples hair head who ahead perhaps behave

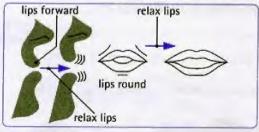
"Harry had a habit of helping hitch-hikers."

Important for listening

Some speakers, e.g. in London, do not pronounce the H, so hair /heə/ sounds the same as air /eə/.

• Listen to the sound /w/. Look at the mouth diagram to see how to make this sound.

- · Listen to the target sound /w/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.

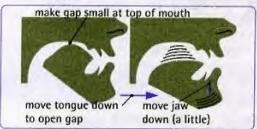


target/W/				
vest	west	vest		
of air	aware	of air		
good	would	good		
Gwyn	win	Gwyn		

Examples wage what language quick square

"Wendy went away twice a week."

- Listen to the sound /j/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /j/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.



	target/j/	
joke	yolk	joke
jaw	your	jaw
fool	fuel	fool
pleasure	player	pleasure

Examples year used euro view

"We didn't use euros in Europe a few years ago."

Important for listening In American, the /j/ is dropped from words like new, student, tune, so for example newspaper /'njursperpa/ sounds like noose paper /'nursperpa/.

	frequently	rarely	notes
/h/	H (hill)	WH (who)	H is often silent (hour, honest).
/w/	W (will), WH (when)	O (one, once)	The letters QU usually spell /kw/ (quite).
/j/	Y (you), I (view), E (few), U (cute)		

10.1 Add one of these sounds to the start of these words to make other words: /h/, /j/, /w/. Think of sounds, not spelling!

EXAMPLE	air hair, where	unment.			
1 earth	HARIOTECH CONTRACTOR C	6 eyes		11 Pll	(Managaman Managaman Andrews Control of the Control
2 ear	HANNING HANNING HANNING A DELLA GRANDISTA	7 all	AMBANDO CONTROL CONTRO	12 eat	terestripped property and the second
3 or	LIBERTAL PROPERTY CONTRACTOR OF THE PROPERTY O	8 aid	1-1944444444444444444444444444444444444	13 ach	ie
4 in	LIME LAND CONTRACTOR OF THE PROPERTY OF THE PR	9 ill		14 eye	
5 eight		10 art	шинини	15 old	(\$1675-political property prop

10.2 In these groups of words, three of the words begin with the same consonant sound and one of the words begins with a different sound. Circle the one with the different sound. You can use a dictionary.

EXAMPLE (hour) half home high

	used under university	4 year euro uniform untie
	whale whole window	5 how honest healthy happy
3 when	who where which	6 one write world waste

10.3 Each sentence contains four or five examples of one of these sounds: /h/, /w/, /j/. Write the phonemic letter under the sounds in the sentences.

EXAMPLE A fusion of Cuban and European music. /j/

j j j 1 Your uniform used to be yellow./j/

2 Haley's horse hurried ahead. /h/

3 This is a quiz with twenty quick questions. /w/

4 We went to work at quarter to twelve. /w/

5 New York University student's union. /j/

6 The hen hid behind the hen house. /h/

7 Which language would you like to work in? /w/

10.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Art or heart? This is the art / heart of the country.	(⇒sound pair 41)
2 Hearing or earring? She's lost her hearing / earring.	(⇒sound pair 41)
3 West or vest? The west / vest is very warm.	(⇒sound pair 38)
4 Aware or of air? They weren't made aware I of air.	(⇒sound pair 38)
5 Use or juice? What's the use / juice?	(⇒sound pair 42)
6 Heat or sheet? I can't sleep in this heat / sheet.	(⇒sound pair 43)

Follow up: Record yourself saying the sentences in 10.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# Wine, win

# The vowel sounds /ai/ and /i/

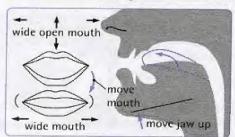
When you say the letters of the alphabet, I has the long vowel sound /ai/. You hear this sound in the word wine. But the letter I is also pronounced as the short vowel sound /i/, as in the word win.

A A48

• Listen to the sound /ai/. Look at the mouth diagram to see how to make this long vowel sound.

A48b

Listen to the target sound /ai/ in the words below and compare it with the words on each side.



	target /ai/	
mate	might	meet
bay	buy	boy
tip	type	tape
quit	quite	quiet



Listen and repeat these examples of the target sound.

why wide wife buy buys bike fly flies flight

"Nile crocodiles have the widest smiles.

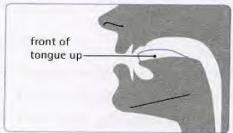
Important for listening When the long I is before R or L, many speakers put the vowel /-/ between them. So, for example, hire sounds like higher. Here are some more examples: fire tyre child while smile style file wild.

A49a

Listen to the sound /1/. Look at the mouth diagram to see how to make this short vowel sound.

А49Ь

Listen to the target sound /1/ in the words below and compare it with the words on each side.

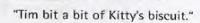


peak	pick	pack
wheel	will	while
set	sit	sat
feet	fit	fat



Listen and repeat these examples of the target sound.

king kid kit pink pig pick fill fish fit



	frequently	sometimes	notes
/a1/	I-E (smile), IE (die) Y (cry)	IGH (high), UY (buy)	These spellings are <i>not always</i> pronounced /ai/ (fridge, city, friend).
/1/	I (win)	Y (gym)	The sound /1/ is also a weak vowel (see Unit 7), and can have various spellings in an unstressed syllable (needed, cities, village). If there is an R after the letter I (and the R does not have a vowel after it), I has a different pronunciation. (See Unit 19.)

11.1	Make words with these beginnings and endings and write them in the corre	ect part of the table
------	--	-----------------------

beginnings:	wi	li		mi	ni	fi	ti	si	qui				
endings:	ght	fe	t	ce	ne		me	le	de	11	sh	te	n

words with the vowel /aɪ/	words with the vowel /1/
wife	wit

# 11.2 Read the dialogue. Circle the sound /aɪ/ and underline /ɪ/. Count them and write the number at the end of the line.

A: Whý) dịd Jim hịt Bịll?	/ai/ = 1	/I/ = .4
B: Well, Jim's a guy who likes a fight.	/ai/ =	/I/ =
A: But Bill's twice his size.	/ai/ =	/I/ =
B: Yeah, that's why Jim got a black eye and a thick lip.	/ai/ =	/1/ =
A: And Bill's got a big smile.	/ai/ =	/1/ =
B: That's right!	/ai/ =	/1/ =

Follow up: On the recording you will hear A's lines. You say B's lines.

# 11.3 The word *knife* contains the three sounds /n/, /aɪ/ and /f/. If you reverse the sounds, you get the word *fine* /faɪn/. Reverse the sounds in these words.

 Example sign
 nice

 1 might
 5 pitch

 2 lick
 6 tick

 3 lip
 7 dice

 4 kiss
 8 lights

# Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Live or leave? I don't want to live / leave here.

2 Fill or feel? Can you fill / feel it?

3 Litter or letter? Who dropped the litter / letter?

4 Lift or left? You should take the lift / left.

(⇒sound pair 10)

(⇒sound pair 13)

(⇒sound pair 13)

Follow up: Record yourself saying the sentences in 11.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Now go to Unit 31

31

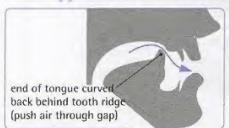
# Sheep, jeep, cheap

## The consonant sounds / [/, /dʒ/ and /t [/

A52a Listen to the sound /ʃ/. Look at the mouth diagram to see how to make this consonant sound. Notice that there is no voice from the throat, and you can feel the air on your hand when you put it in front of your mouth. If you add voice from the throat, you get the sound 131, as in television, but this sound is not common in English.

A52b • Listen to the target sound /ʃ/ in the words below and compare it with the words on each side.

A52c • Then listen and repeat the examples.



	target ///	,
sort	short	sort
suit	shoot	suit
catch	cash	catch
choose	shoes	choose

Examples should fashion nation ocean push English

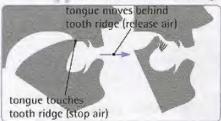
"Sharon shouldn't wash her shoes in the shower!"

A53a Listen to the sounds /d3/ and /ts/. Look at the mouth diagram in C below to see how to make these consonant sounds. With /ts/ there is no voice from the throat, with /d3/ there is. Notice that you can make the sound /[/ into a continuous sound, but you cannot do this with /t.[/ and /dz/.

A53b Now listen to the sound /d3/ on its own.

A53c • Listen to the target sound /d3/ in the words below and compare it with the words on each side.

A53d • Then listen and repeat the examples.



	rarget /d3/					
cheap	jeep	cheap				
tune	June	tune				
use	juice	use				
draw	jaw	draw				

Examples general agenda object

"Ginger spilt orange juice on George's jacket."

A54a • Listen to the sound /ts/ on its own.

A54b • Listen to the target sound /1 [/ in the words below and compare it with the words on each side.

A54c • Then listen and repeat the examples.

rarget /t//

jeep	cheap	jeep
share	chair	share
trips	chips	trips
what's	watch	what's

Examples

chair cheese chicken question kitchen fature March rich which

"Which child put chalk on the teacher's chair?"

	beginning	middle	end
/ʃ/	SH (shoe), S (sugar)	SH (fashion), SS (Russia) TI (nation), C (ocean)	SH (finish)
/d3/	J (jaw), G (general)	G (page), J (major)	GE (rage), DGE (ledge)
11.17	CH (chair)	CH (teacher), T (future)	TCH (watch)

12.1 Write these nationality words in the correct column.
Belgian Welsh Dutch Russian Chinese German Japanese Polish French Chilean Turkish

contains /dʒ/	contains /ʃ/	contains /t ʃ/
Belgian		

Complete this conversation using words from the box. Then listen and check.  SID: It's fish and for lunch, Joe!	ships Jeep	chips cheap
JOE: !? I can't eat, they're too big! SID: I said, you know, fried potatoes!		
Joe: Oh, I see, with a CH, not with an SH.	1 4	0
SID: That's right. You're a genius, Joe!	1 1	27
JOE: Was the fish expensive, Sid?	2/2×	
SID: No, it was	2 2	
JOE:?	36/	- P
SID: No,, the opposite of expensive.	- June	
JOE: Oh, I see, with a CH, not with a J!		国政会

12.3 If a word ends with a  $/d_3/$  or a  $/t_3/$ , and the next word begins with the same sound, you say the sound twice. If you say *Dutch cheese* with only one  $/t_3/$ , it sounds like *Dutch ease*. The speaker made this mistake in these sentences. Write what they meant to say.

EXAMPLE	Does she tea Chinese in the school? teach Chinese
1 I don't k	know which air to sit on.
2 Everyon	e at the match ears when their team scores.
3 I never y	what chat shows on the TV.
4 The acto	or on stay joked with the audience.
5 Foxes so	ometimes come to the farm and cat chickens.
6 Do you	want to chain jackets before we go out?
Follow up:	You will hear both the incorrect and correct pairs

Follow up: You will hear both the incorrect and correct pairs of words from the exercise. Repeat, making the difference clear.

12.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

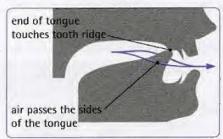
<ul> <li>1 Watch or wash? You'll have to watch / wash the baby.</li> <li>2 Riches or ridges? You'll find riches / ridges like you've never seen!</li> <li>3 Save or shave? He didn't save / shave at all last year.</li> </ul>	(⇒sound pair 44) (⇒sound pair 45) (⇒sound pair 32)
4 Use or juice? What's the use / juice?  5 What's or watch? What's / Watch the time! / ?  6 Trees or cheese? I saw something in the trees / cheese!	(⇒sound pair 42) (⇒sound pair 46) (⇒sound pair 47)

# Flies, fries

# The consonant sounds /1/ and /r/

 Listen to the sound /l/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat.

Listen to the target sound /l/ in the words below and compare it with the words on each side.



fries	flies	fries
rent	lent	rent
correct	collect	correct
code	cold	code



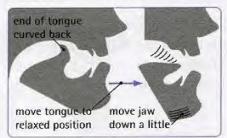
Listen and repeat these examples of the target sound.

litre life leave slow caller help fill final whistle

"Clara's really clever but Lilly's a little silly."

 Listen to the sound /r/. Look at the mouth diagram to see how to make this sound. Notice that you can make it into a long continuous sound, and there is voice from the throat. But when you finish the sound, the jaw opens a little and the tongue goes straight again.

Listen to the target sound /r/ in the words below and compare it with the words on each side.

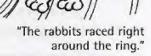


target /r/		
late	rate	late
play	pray	play
chain	train	chain
jaw	draw	jaw



Listen and repeat these examples of the target sound.

rhyme right wrote dress carrot SOLLY war and peace far away



Important for listening

In South East English and many other accents, you only pronounce /r/ if there is a vowel sound after it. So for example, in far /fa:/ and car /ka:/, you do not hear it, but in far away /farrawei/ and car engine /karrend3m/, you pronounce it because it is followed by a vowel sound. In other accents, including American, the /r/ is pronounced.



Note: The sound /r/ affects the vowel sound before it: see Units 14 and 19.

	frequently	sometimes	notes
/1/	L (leg), LL (call)		L can be silent (half, calm, talk, could).
11/	R (run), RR (carrot)	WR (wrong), RH (rhyme)	

Add the sound /l/ or /r/ to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add /l/ to the beginning of ache /eik/, you get lake /leik/. The sound is similar but the spelling is completely different. There may be more than one possibility. Then say the pairs of words.

EXAMPLE ache lake (or rake)	3 air	6 eye
1 eight	4 earn	7 egg
2 owes	5 end	8 each

13.2 Think of a computer which people speak into and it writes what they say. Here, the person speaking didn't make the difference clear between R and L. The underlined words are wrong. Correct them.

I worked rate that day and I didn't alive home until 10 o'clock. I was very wet because of the lane.

Then, to my supplies, my key didn't fit in the rock. So I looked closely at my keys and saw that they were the long ones. I had left my house keys at work. So I got back on my motorbike and load back to the office to correct them. I got home really tired, so I went to bed, led for half an hour, switched off the right and went to sleep.



- Follow up: Listen to the correct text. Then read it out yourself, making sure that you pronounce the corrected words clearly. Record yourself if you can.
- 13.3 Circle the word in which the letters L or R are silent. (Imagine the accent is from South East England, so the R is silent if there is no vowel sound after it.)

EXAMPLE cold calm collect film

- 1 court correct curry dairy
- 2 follow fold folk file
- 3 hurry hairy hungry hair
- 4 shoulder should sailor slow
- 5 artist arrow arrive around
- Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Surprise or supplies? The surprise I supplies came later.

(⇒sound pair 50) (⇒sound pair 50)

- 2 Collect or correct? I'll correct / collect it tomorrow.
- 3 Flight or fright? We had a great flight / fright.

(=>sound pair 50)

4 Trees or cheese? I saw something in the *trees I cheese*! 5 Jaw or drawer? She broke her lower *jaw I drawer*.

(⇒sound pair 47) (⇒sound pair 47)

Follow up: Record yourself saying the sentences in 13.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

# Car, care

# The vowel sounds /a:(r)/ and /eə(r)/

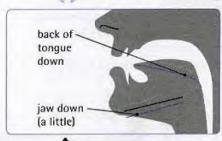
In many accents in England, the letter R is not pronounced after a vowel. In other places, the R is pronounced, for example in most parts of North America. But in both cases, the letter R makes the vowel before it sound different. If the vowel is A, we usually get the vowel sounds in car la: l or care leel.



Listen to the sound /a:/. Look at the mouth diagram to see how to make this long vowel sound.

Listen to the target sound /a:/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.



target /a:/		
fur	far	four
bore	bar	bear
hurt	heart	hate
much	march	match

Examples calm card cart start star statve harm halve half

"It's hard to park a car in a dark car park."

Note: Sometimes we get the sound /a:/ before L too.

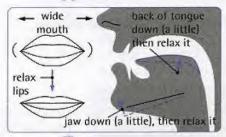
Important for listening

- Listen to the sound with R pronounced, as in North America:
- far bar march card star start chart heart charm
- In South East England, the letter A followed by S, F, TH, N is often pronounced /ai/: path fast after bath dance aunt
- In North America, the single letter O is pronounced /a:/: God, strong, lock, top. (See Unit 16.)

В



- Listen to the sound /ea/. Look at the mouth diagram to see how to make this sound.
- Listen to the target sound /eə/ in the words below and compare it with the words on each side.
- A649 Then listen and repeat the examples of the target sound.



target /ea/		
bar	bear	beer
shy	share	sure
dead	dared	died
stars	stairs	stays

## Examples

square squares where's where fairly tair

"Sarah and Mary share their pears fairly."

Important for listening Different accents: Listen to the sound with the R pronounced, as in North America: fairly bear share dared stairs square where cared

C.

	frequently	sometimes
/a:/	AR (car) AL (half)	EAR, (heart) A (ask, path, aunt): South East English accent
/es/	ARE (care), AIR (fair) EAR (bear), ERE (where)	

Then listen and check.

14.1 Make wor	is with th	nese beginnings a	and endings ar	id write	them in	the	correct	part o	the	table.
---------------	------------	-------------------	----------------	----------	---------	-----	---------	--------	-----	--------

beginnings endings r							ca	ha	cha	
-------------------------	--	--	--	--	--	--	----	----	-----	--

words with the vowel /a:/	words with the vowel /eə/		
bar	bare		

14.2	Complete	this	conversation	using	the	words	in	the	box.

cars cares stars stairs



SID: This is a great life, with no worries or \_\_cares !

JOE: It would be nice if we had \_\_\_\_\_ though, Sid.

SID: I didn't say \_\_\_\_\_\_, I said \_\_\_\_\_!

JOE: Oh, I see. Not \_\_\_\_\_\_, as in traffic, but \_\_\_\_\_\_, with an ES at the end!

SID: That's right. I've always loved sleeping under the

JOE: But why? There's hardly any space under the \_\_\_\_!

SID: No, not \_\_\_\_\_! You know, little lights in the sky.

JOE: Oh, ................................, that people walk up!

Follow up: Play the recording again, pausing the recording after each of Sid's lines. You say Joe's lines before listening to him saying them.

Listen to these sentences. Is the accent from North America (they pronounce the R after the vowel) or South East England? Write Am or Eng.

Example He asked her to dance. Eng.

- 1 We started in March.
- 5 It stops and starts.

2 It's a fast car.

- 6 A glass of beer.
- 3 My heart's strong.
- 7 Was his hair dark or fair?

- 4 Where's the bar? .....
- 14.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Heart or hat? She put her hand on her heart / hat.

(⇒sound pair 3)

2 Nowhere or no way? There's nowhere I no way to go.

(⇒sound pair 5)

3 Fair or far? It isn't fair / far.

(⇒sound pair 6)

4 Part or port? This is the main part / port of Athens.

(⇒sound pair 7)

5 Bear or beer? That's a strong bear I beer.

(⇒sound pair 8)

6 Come or calm? She told me to come | calm down.

(⇒sound pair 9) Now go to Unit 34

## Some, sun, sung

## The consonant sounds /m/, /n/ and /ŋ/

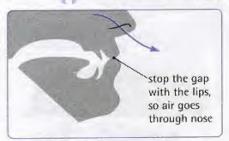
The consonant sounds /m/, /n/ and /ŋ/ are made by stopping the flow of air out of the mouth so that it goes through the nose instead. The three sounds are different because the air is stopped by different parts of the mouth. You can feel this when you say the words some, sun, sung.

Listen to the sound /m/. Look at the mouth diagram to see how to make this sound.

Note: Always close your lips for /m/, even at the end of a word when the next word begins with /k/ or /q/, for example: cream cake; warm glow.

Listen to the target sound /m/ in the words below and compare it with the words on each side.

Then listen and repeat the examples of the target sound.



	target /m/	
nice	mice	nice
sun	some	sun
swing	swim	swing
hang	ham	hang

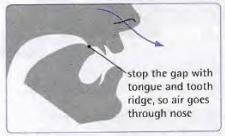
Examples miss more harmed smoke jump film comb autumn

"Mum made me move my models."

A<sup>70a</sup> • Listen to the sound /n/. Look at the mouth diagram to see how to make this sound.

A70b • Listen to the target sound /n/ in the words below and compare it with the words on each side.

A70e Then listen and repeat the examples of the target sound.



	target /n/	
might	night	might
warm	warn	warm
wing	win	wing
rang	ran	rang

Examples know now new against dinner SHOW listen gone open

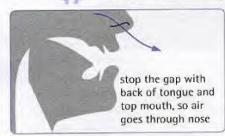
"There was no one on the moon on the ninth of June."

A71a Listen to the sound /n/. Look at the mouth diagram to see how to make this sound.

Note: Open your mouth but breathe through your nose. If you do this you will find that the air is stopped at the back of the mouth. This is where you stop the air to make the sound  $l_0$ .

Listen to the target sound /ŋ/ in the words below and compare it with the words on each side.

A719 • Then listen and repeat the examples of the target sound.



target /n/				
some	sung	some		
Kim	king	Kim		
thin	thing	thin		

Examp	les	
sing	singer	sink
bang	bank	banks
thing	think	finger

"Young King Kong was stronger than strong."

Notes on spelling: There may be a silent B or N after /m/ (comb, autumn). There may be a silent K before /n/ (knife). /n/ changes to /ŋ/ when the next sound after it is /k/ or /g/; the N in thin is /n/, but the N in think is /ŋ/.

Read this conversation. It contains 19 examples of the sound /m/. How many examples of the sounds /n/ and /n/ does it contain? Write your answers. Then listen and check.

I met a man near the monument this morning. He was a singer and he sang a song for me. I'll always remember that magic moment. Like something out of a dream! What, is that the moment, the monument or the man you meant?

15.2 Find a way from Start to Finish. You may pass a square only if the word in it has the sound  $/\eta$ /. You can move horizontally ( $\leftrightarrow$ ) or vertically ( $\updownarrow$ ) only.

sing	think	thick	strong	wrong	rung
sign	uncle	unless	drug	strange	comb
thanks	angry	signal	drank	English	finger
anxious	angel	single	monkey	money	цоипд
language	tongue	skiing	skin	came	ink
lounge	danger	band	dream	Swim	wing

15.3 Complete this conversation using words from the box.

worn warm thing thin

A73 Then listen and check.

SID: Hey, Joe, your coat is very worn.

JOE: No, it isn't \_\_\_\_\_. I always feel cold in this coat.

SID: No, not \_\_\_\_\_! I said \_\_\_\_\_, with an N!

JOE: Oh, ..... with an N!

SID: Yes, the cloth is \_\_\_\_\_.

JOE: What do you mean "the cloth is \_\_\_\_\_"?

SID: No, \_\_\_\_\_ with an N at the end, not \_\_\_\_ with a G at the end!

Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Robin or robbing? My friend likes Robin Banks / robbing banks. (⇒sound pair 48)

2 Ran or rang? Tom ran / rang yesterday. (⇒sound pair 48)

3 Swing or swim? She had a *swing | swim* in the garden. (⇒sound pair 49) 4 Warned or warmed? The *son warmed | sun warmed* me. (⇒sound pair 49)

5 Singing or sinking? The people were singing / sinking fast. (=sound pair 48)

Follow up: Record yourself saying the sentences in 15.4, choosing one of the two words or expressions. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

## Note, not

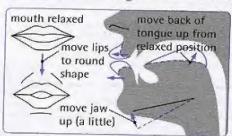
## The vowel sounds /əu/ and /p/

When you say the letters of the alphabet, O has the long vowel sound /əu/. You hear this sound in the word note. But the letter O is also pronounced as the short vowel sound /D/, as in the word not.



• Listen to the sound /əu/. Look at the mouth diagram to see how to make this long vowel sound.

Listen to the target sound /20/ in the words below and compare it with the words on each side.



	target /ou/		
bought	boat	boot	de.
blouse	blows	blues	
cost	coast	cast	
ball	bowl	bull	TATA T
al.		~	



Listen and repeat these examples of the target sound.

toe toes toast comb code coat roll rose rope

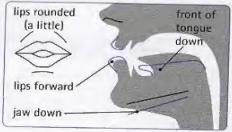
"Rose knows Joe phones Sophie, but Sophie and Joe don't know Rose knows."



Listen to the sound /p/. Look at the mouth diagram to see how to make this short vowel sound.



A76b • Listen to the target sound /p/ in the words below and compare it with the words on each side.



won't	want	went
luck	lock	lack
get	got	goat
fund	fond	phoned



Listen and repeat these examples of the target sound.

wrong rob rock gone God got doll dog dock

"John wants to watch Walter wash the dog."

Important for listening

In North America, the sound fol is replaced by fail. For this reason, the following words may sound similar if an English speaker says the first word and an American speaker says the second word: part - pot, heart - hot, shark - shock, barks - box.

#### Spelling

	frequently	sometimes	notes		
/20/	O (old), O-E (stone) OW (show), OA (coat) OE (toe)		If there is an R after the letter O (and the R does not have a vowel after it), O has a different		
/o/ 0 (dog)		A (wash)	pronunciation. (See Unit 19.)		

Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally  $(\rightarrow)$  or vertically  $(\downarrow)$ .

				m to a		
С	S	h	0	р	r	w
0	S	0	n	g	0	h
1	r	s	W	S	c	а
d	0	h	a	n	k	t
b	а	0	n	0	r	w
0	d	w	t	W	0	a
t	j	o	k	e	-	S
h	c	0	a	t	1	h

D/

16.2 Read the words and circle the one with the different vowel sound. Then listen and check.

1	min.
IA	77
14	18

Example soap hope sold (soup)

- 1 come gone long want
- 2 what hot most salt
- 3 drove love woke hole
- 4 snow low cow show

- 5 both cloth clothes road
- 6 word wash boss cost
- 7 post lost coast rose

16.3	Listen. You will hear the sentences twice, once in American English (A), once in British English (B).
	Write the order A–B or B–A.

EXAMPLE The coffee's hot. A-B

- 1 The lock's at the top.
- 2 The song's long.
- 3 Stop the clock.
- 4 The dog's gone.
- 5 He's often wrong.
- Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.
  - 1 Cost or coast? What's the cost / coast like?
  - 2 Shot or shut? They shot / shut the door.
  - 3 Boat or boot? There's water in my boat / boot.
  - 4 Woke or walk? I woke / walk the dog.
  - 5 Phoned or found? Tim phoned I found her.

(⇒sound pair 14)

- (⇒sound pair 15)
- (⇒sound pair 16)
- (⇒sound pair 17)
- (⇒sound pair 18)

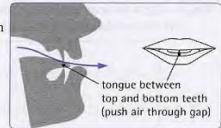
Follow up: Record yourself saying the sentences in 16.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

## Arthur's mother

#### The consonant sounds $\theta$ and $\delta$



\* Listen to the two sounds /0/ and /o/. Notice that in /0/, there is no voice from the throat. Instead, you can feel the air from your mouth on your hand. In the sound /ô/ there is voice from the throat. It is possible to make both sounds long. Look at the mouth diagram to see how to make these consonant sounds.



В



Now listen to the sound /0/ on its own.



 Listen to the target sound /θ/ in the words below and compare it with the words on each side. rarget /0/

sick	thick	sick
boat	both	boat
free	three	free



A80d • Listen and repeat these examples of the target sound. thank think thought birthday maths healthy earth length fourth



"Martha Smith's an author and an athlete."





Listen to the sound /ð/ on its own.



 Listen to the target sound /ô/ in the words below and compare it with the words on each side. rarget /d/

breed	breathe	breed
den	then	den
van	than	van



Listen and repeat these examples of the target sound.

these though they other weather clothes breathe with sunbathe



"My father and mother live together with my other brother."

Important for listening

- Many native speakers of English pronounce TH as [t], [f] or [s] instead of [θ], and [d], [v] or [z] instead of  $|\delta|$ . For example, some Irish speakers pronounce thick  $|\theta_1\mathbf{k}|$  as tick  $|t_1\mathbf{k}|$ .
- Some London speakers pronounce three |θri:/ as free |fri:/. Some Nigerian speakers pronounce then Joen/ as den Jden/.

#### Spelling D

	always	notes
/0/	TH (three)	In a few names of places and people, TH is pronounced as /t/ (Thailand, Thomas).
/ŏ/	TH (then)	

17.1 Find a way from Start to Finish. You may pass a square only if the word in it has the sound  $\theta$ . You can move horizontally (↔) or vertically (\$) only.

north	northern	either	weather	breathe	those
south	bath	bathe	thought	breath 1	youth
southern	third	their	through	though	thumb
Thailand	cloth	path	fifth	with	worth
month	clothes	these	brother	that	teeth
throw	thing	author	other	theu	wealth

17.2 Complete this rhyme using words from the box. Then listen and check.

FINISH

earth <del>another</del>	Heather together	<del>brother</del> birth	neither either	mothers	brothers
Arthur had a	brother		They want	ed was a	*
And he didn't	wantan	other .	So Arthur's	s mother	artisterproprocessor considerate balance 100
And of the br	others,	PRINTER PROPERTY   1   1   1   1   1   1   1   1   1	Got them l	both	
Wanted sister	S		And told the	hem all good	
The last thing	on this		Should lea	rn to share their	

Follow up: Listen to the poem again. Pause the recording after each line and repeat it.

Think of a computer which people speak into and it writes what they say. This computer wrote these 17.3 sentences down wrongly. Correct the underlined mistakes.

EXAMPLE It's free o'clock. three

- 1 A bat is more relaxing than a shower. 4 You need a sick coat in winter.

- 2 The train went true the tunnel. 5 I don't know; I haven't fought about it.
- 3 Don't walk on the ice; it's very fin. 6 It's a matter of life and deaf.

Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs 17.4 for further practice. (A83)

1 Youth or use? There's no youth I use talking about that.

- (⇒sound pair 33)
- 2 Thought or taught? I don't know what she thought / taught.
- (⇒sound pair 35) (⇒sound pair 39)

3 Free or three? Free / Three refills with each packet! 4 Closed or clothed? They weren't fully closed / clothed.

- (⇒sound pair 33)
- 5 Breeding or breathing? They've stopped breeding | breathing.
- (⇒sound pair 35)
- 6 These are or visa? These are I Visa problems we can deal with later.
- (⇒sound pair 39)

Follow up: Record yourself saying the sentences in 17.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

## Sun, full, June

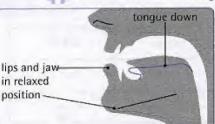
## The vowel sounds /A/, /U/ and /UI/

When you say the letters of the alphabet, U has the long vowel sound /u:/ (we say it with the consonant /j/ in front of it). You hear the /u:/ sound in the word June. But the letter U is also pronounced as the short vowel sounds /n/ or /u/, as in the words sun and full.



• Listen to the sound /n/. Look at the mouth diagram to see how to make this short vowel sound.

 Listen to the target sound /A/ in the words below and compare it with the words on each side. Then listen and repeat the examples of the target sound.



target ///				
shoot	shut	shirt		
match	much	March		
look	luck	lock		

Examples

blood come cut voung does must

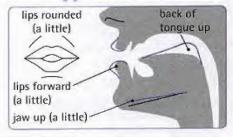
"My mother's brother's my uncle; my uncle's son's my cousin."

Important for listening In the North of England, speakers may use ful in place of IAI, so luck /IAk/ sounds like look /Iok/.

В



- A85a Listen to the sound /u/. Look at the mouth diagram to see how to make this short vowel sound.
- A85b Listen to the target sound /0/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.



	target /u/	
luck	look	Luke
pool	pull	Paul

Examples

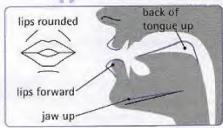
full foot good would wolf put

"That cook couldn't cook if he didn't look at a cook book."

C



- Listen to the sound /u:/. Look at the mouth diagram to see how to make this long vowel sound.
- Listen to the target sound /u!/ in the words below and compare it with the words on each side.
- Then listen and repeat the examples of the target sound.



target /u:/				
full	fool	fall		
road	rude	rod		
but	boot	boat		

Examples

shoot shoe shoes lose soup new

"Sue knew too few new tunes on the flute."

*important* for listening Many words which have /j/ before /u:/ in British English don't in American English. Compare: news /nju:z/ - news /nu:z/, tune /tju:n/ - tune /tu:n/.

D

Notes on spelling: If there is an R after the letter U (and the R does not have a vowel after it), U has a different pronunciation. (See Unit 19.)

18.1	Listen to this student. Do the <u>underlined</u> words have an /n/ or /uz/ sound? Write them in the correct part of the table.					
	I studied English at a school in London last	Δ/	/u:/			
4	summer. I was there for two months: May and June. England is famous for bad food and weather, but I thought the food was good.  The pub lunches were very nice. But it's true about the weather. Too much rain for me!					
	Follow up: Listen again and repeat sentence by sentence.					
18.2	Complete these sentences with words from the box. The	vowel sound is given.	Listen, check and repeat.			
(A88)	brother wood moon juice would full <del>boot</del> Cup <del>put</del>	won month	June od			
	EXAMPLE Two things you can/u/ on a foot are a sh	oe and a <u>boot</u>	/uː/.			
	1 The/\textsup after/u:/ is July.					
	2 My mother's other/\lambda/ is my	. / <sub>N</sub> /.				
	3 Brazil/\lambda/\text{ the World/\lambda/\text{ in 2002.}					
	4 Fruit/u:/ is/u/ for you.					
	5 There is a/u/ once a month.					
	6 You pronounce/u/ exactly the same as		4			
18.3	Circle the word with the different vowel sound. You can	n use a dictionary if y	ou are not sure.			
	Example foot look blood push 4 pull full put rule					
	1 soon book boot room 5 group could would should					
	2 Tude Tues Tun out	ne move love so ith young couple				
	3 34000 4000 11-11					
18.4 (A89)	Listen and circle the word you hear. If you find any of for further practice.	these difficult, go to S	Section D4 Sound pairs			
-6 3-	1 Cut or cat? There's a cut / cat on the arm of the	sofa.	(⇒sound pair 2)			
	2 Come or calm? You should try to come I calm d	own.	(⇒sound pair 9)			
	3 Gun or gone? He's taken his dog and gun / gone	s on TV	(⇒sound pair 15) (⇒sound pair 16)			
	4 Shoes or shows? I've never seen her shoes / show 5 Pool or pull? It said 'pool' / 'pull' on the door.	S On T V.	(⇒sound pair 19)			
	6 Luck or look? It's just her luck / look!		(⇒sound pair 20)			
	7 Shirt or shut? The hairdresser's shirt / shut.		(⇒sound pair 21)			
	8 A gun or again? He shot a gun / again.		(⇒sound pair 22)			
	Follow up: Record yourself saying the sentences in 18.4, ch	oosing one				
	of the two words. Make a note of which word you say. The	n listen to	Now go to Unit 38			
	your recording in about two weeks. Is it clear which words	you said!				

## Shirt, short

## The vowel sounds /3x(r)/ and /3x(r)/

In many accents in England, the letter R is not pronounced after a vowel. In other places, the R is pronounced, for example in North America. But in both cases, the letter R changes the vowel sound before it. If the vowel letter is E, I, O or U, we often get the vowel sounds in shirt or short.

Listen to the sound /3:/. Look at the mouth diagram to see how to make this long vowel sound.

• Listen to the target sound /3:/ in the words below and compare it with the words on each side.

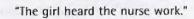


	target /3:/	
short	shirt	shut
where	were	we're
born	burn	bone
hard	heard	head



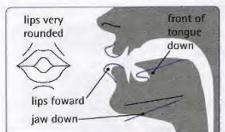
Listen and repeat these examples of the target language.

word worst burn bird birth heard her hurr



Listen to the sound /o:/. Look at the mouth diagram to see how to make this long vowel sound.

• Listen to the target sound /ɔː/ in the words below and compare it with the words on each side.



shot	short	shirt
work	walk	woke
far	four	fair
boil	ball	bowl



A<sup>919</sup> • Listen and repeat the examples of the target sound.

bought bored bore caught call cause walk war wall

"Laura's daughter bought a horse and called it Laura.'

Important for listening

- Listen to the following words with the R pronounced, as in North America: shirt were heard worst birth hurt born short door four war more
- In words without R, some American speakers pronounce the sound /ai/ instead of /ai/. Listen: ball caught law talk bought.

#### Spelling

	I/E/O/U+R	other spellings
/3:/	IR (girl), ER (her), UR (hurt)	OR (word), EAR (heard)
/5:/	OR (form)	A (call), AR (war), AU (cause), AW (saw), AL (walk), AUGH (taught), OUGH (thought), OUR (four)

19.1	Write these numbers out in full.	Which of the two vowel	sounds do they con	ntain? Write /ɜː/ or/ɔː/
------	----------------------------------	------------------------	--------------------	--------------------------

Example 3rd third /3:/	
1 1/4	4 1st
2 30	5 14
3 4th	

19.2 Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally (→) or vertically (↓).

										_
	b	b	t	С	0	u	r	s	e	
1	i	а	u	h	W	S	w	а	r	
	r	1	r	e	0	0	h	g	m	
	d	Ţ	n	а	r	r	e	į	0	
	S	a	w	r	d	t	r	r	r	
	Ţ	a	W	d	а	1	1	1	e	

words with /3:/	words with /ɔː/
bird	
-	

- 19.3 Listen to these sentences. Is the accent from Britain or America? Write B or A.
  - EXAMPLE The girl's first birthday.

    1 It's hard work, of course.

    2 Are you sure?

    3 Law and order.

    4 I walk to work.

    5 I saw the bird fall.

    6 He was born on Thursday the thirty-first.

    7 She taught German.

    8 I learned to surf in Brazil.

    9 'Caught' and 'court' sound the same in my accent.
- 19.4 Listen and circle the word you hear. If you find any of these difficult, go to Section D4 Sound pairs for further practice.

1 Four or far? It isn't four / far.	(⇒sound pair /)
2 Worst or west? It's on the worst / west coast.	(⇒sound pair 12)
3 Walk or woke? I walk / woke the dog.	(⇒sound pair 17,
4 Shut or shirt? The butcher's shut   shirt.	(⇒sound pair 21
5 Port or pot? There's coffee in the port / pot.	(⇒sound pair 23
6 Bird or beard? He has a black bird / beard.	(⇒sound pair 24
7 Her or hair? Is that her / hair?	(⇒sound pair 25
8 Worked or walked? We worked / walked all day.	(⇒sound pair 26
O MOTIVOTO IL HUMBONI	

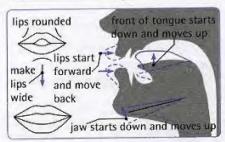
Follow up: Record yourself saying the sentences in 19.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

## Toy, town

## The vowel sounds /၁١/ and /au/

Listen to the sound /ɔɪ/. Look at the mouth diagram to see how to make this long vowel sound.

Listen to the target sound /ɔɪ/ in the words below and compare it with the words on each side.



buy	boy	bay
pint	point	paint



A950 • Listen and repeat these examples of the target sound.

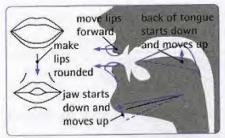
noise voice toy choice coin boil employ enjoyed



'Roy enjoys noisy toys."

Listen to the sound /au/. Look at the mouth diagram to see how to make this long vowel sound.

· Listen to the target sound /au/ in the words below and compare it with the words on each side.



	target /au/	
fond	found	phoned
know	now	new
car	cow	care



A966 • Listen and repeat these examples of the target sound.

house houses low sound south now count ground town

"Mrs Brown counted cows coming down the mountain."

Important for listening

- When the vowel sound /oi/ is before L, e.g. oil, boil, soil, many speakers put the vowel /o/ between them. You may find it easier to say it this way.
- When the vowel sound /au/ is before R or L, many speakers put the vowel /a/ between them, so hour rhymes with shower, and foul rhymes with towel.

 Listen to these words with the R pronounced, as in North America: hour, power, shower, flour, flower, tower

C

#### Spelling

	frequently	notes
/Ic/	OY(boy), OI (coin)	
/ao/	OW (cow), OU (loud)	Various different vowel sounds are spelt OW or OU.

20.1 Put one of the letters y, i, u or w in each gap to make a word. The word must contain the sound /ɔɪ/ or /au/. Write /ɔɪ/ or /au/ after each word.

20.2 Listen to this text. Find words from it which have an /ɔɪ/ or /au/ sound and write them in the correct part of the table.

I enjoy living down town. Well, it's very noisy, of course. The traffic is loud, and the young people often shout when they come out of the clubs. But there are lots of good points too. There's a big choice of shops, and it's easy to get around.

/au/ (6 words)

Follow up: Listen again and repeat, sentence by sentence.

20.3 Find a way from Start to Finish. You may pass a square only if the word in it has the sound /aυ/. You can move horizontally (↔) or vertically (‡) only.

house	sound	group	about	mouth	cow
Soup	out	brown	mouse	bought	south
could	couple	grow	low	would	cloud
know	Snow	touch	ought	down	count
thought	should	Slow	blow	pound	young
Soul	country	though	throw	town	round

20.4 Listen and circle the words you hear.

A99

- 1 Tie or toy? He got a tie / toy for his birthday.
- 2 Goodbye or Good boy? 'Goodbye!' I 'Good boy!' she said.
- 3 Phoned or found? She phoned I found a friend.
- 4 Tone or town? What an ugly tone I town!

Follow up: Record yourself saying the sentences in 20.4, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

## Eye, my, mine Introducing syllables

We can divide a word into one or more syllables. For example mum has one syllable, mother has two syllables and grandmother has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye /ai/, owe /au/.

A syllable can have consonant sounds (C) before the V, after the V or before and after the V. Here are some more examples (they are all words of one syllable).

CV	vc	cvc
go /gəʊ/ my /maɪ/ know /nəʊ/ weigh /wei/	if /ɪf/ egg /eg/ ice /aɪs/ eight /eɪt/	ten /ten/ nose /nəʊz/ mouth /maʊθ/ knife /naɪf/

Note: There may be more than one C before or after the V. (See Units 24, 25.)

Remember that letters are not the same as sounds. For example, the consonant letters W and Y are not consonant sounds if they come after the vowel sound in the syllable e.g. saw, say. They are part of the vowel sound. In some accents, for example South East English, the same is true for the consonant letter R. Here are some more examples. They are words of one syllable and they all have the pattern CV.

how /hau/ law /lo:/ pay /pei/ why /wai/ car /ka:/ hair /heo/

Some people use the word syllable to talk about the parts of a written word. But in this book, the word syllable is used to talk about the pronunciation of words, not the writing. For example, in writing we can divide 'chocolate' into three parts like this: cho-co-late. But when we say the word, we pronounce only two syllables, like this: chocolate /t fok.lat/. (The dot shows where the two syllables are divided.) A number of other words may be pronounced with fewer syllables than in writing. Listen to these examples.

interesting / m.tras.tin/ different /'dif.rant/ chocolate /'t fok.lat/ comfortable /'kʌmf.tə.bəl/ secretary /'sek.ra.tri/ general /'dʒen.rəl/

The first syllable in these words has the same three sounds, but in the opposite order: kitchen /'kit [.m/ - chicken /'t fik.m/.

If a sentence has similar-sounding syllables like this in it, it may be difficult to say. These sentences are called 'tongue-twisters'. Listen to this example.



Note: You can find more about syllables in Units 24 to 27.

21.1 Write these words in the correct column.

aunt	cook	dad	doctor	grandfather	officer	
passenger	sister		teacher	uncle		

2 syllables	3 syllables
	2 syllables

Look at these one-syllable words. Write C where there is a consonant sound. There may be one before 21.2 V. after V or in both places.

EXAMPLES high C V rice C V C

1 bought V

2 eyes V V 3 key

4 day ....

5 through V

6 laugh V

7 two V

8 youth V

9 weigh

10 rhyme ....

The spelling changes if you change the order of sounds in these one-syllable words from CV to VC. 21.3 Write the missing words.

VC CV /2il/ = allEXAMPLE /los/ = law /eid/ = aid

1 /dei/ =

/aun/ = own 2 /nəu/ =

/eip/ = ape3 /pei/ = .....

/i:t/ = ..... 4 /ti:/ = tea

/erm/ = ..... 5 / mei / = may

/eis/ = ace6 /sei/ = \_\_\_\_\_

Read the text aloud. Record your voice if you can. Then 21.4 (B3)

listen to the recording. Did you say the same number of syllables in the underlined words as on the recording?

Listen to these tongue-twisters. How many syllables 21.5 are there in each? Write the number. (B4) Then listen again and repeat.

I went to an interesting restaurant on Wednesday. First I had chicken with a lot of <u>different</u> vegetables. Then I had a piece of chocolate cake. In general, I don't like chocolate, but the cake was lovely.

8 syllables Example She sells sea shells on the sea shore. =

1 Walter walked towards the waiter. 2 Betty bought a better bit of butter.

3 The fat cat sat on the vet's wet hat.

# 22

# Saturday September 13th

#### Introducing word stress

A

If a word has more than one syllable, you give stress to one of the syllables. To give it stress, do one or more of these to the syllable:

- Make it longer.
- Make it louder. Sat urday
- Make it higher. Saturday

We can show stress with circles: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, *Saturday* is Ooo.

- B5 Listen to the conversation and listen to the stress patterns of the words in bold type.
  - A: When do you begin your holiday?
  - B: On the thirtieth of August.
  - 000 00
  - A: That's next Saturday!
  - B: We're leaving in the afternoon.
  - o o O

    A: And when are you coming back?
  - B: Saturday September the thirteenth.
  - A: Thirtieth?
  - O o o
    B: No, thirteenth!

00



B Different words have different stress patterns (patterns of stressed and unstressed syllables). Listen to these two- and three-syllable words.

- Oo April, thirty, morning, Sunday
- oO July, midday, thirteen, today, thirteenth
- Ooo Saturday, thirtieth, yesterday, holiday, seventy
- oOo September, tomorrow, eleventh
  - O afternoon, seventeen, twenty-one

Note: The stress pattern of numbers with *-teen* is sometimes different when the word is in a sentence. For example, the normal stress pattern of *nineteen* is oO, but when it is followed by a noun, e.g. the nineteen nineties, nineteen people, the pattern is Oo.

Note: January and February may be pronounced with the stress patterns Ooo or Oooo.

Stress patterns can help you hear the difference between similar words, for example, numbers ending in -teen or -ty. Listen to these examples.

67 oO Oo thirteen thirty fourteen forty sixteen eighteen ninety ninety

Note: You can find more about word stress in Units 28 to 31.

22.1 Write the full words in the correct column, according to their stress pattern.

Mon	Tues holiday	Thu	Sat	today	tomo	rrow	Apr	Jul	Aug	Sept	Oct
Nov	holiday	2nd	11tl	h 13	30	13th	30th	17	70	aftern	oon

Oo	00	000	000	000
Monday				

- Write one word from 22.1 in each sentence below. The word must have the stress pattern shown. Then say the sentences.
  - 1 I'm going to have a party on \_\_\_\_\_(Ooo).
  - 2 My grandfather is ...... (Ooo) years old.
  - 3 I often sleep for an hour in the \_\_\_\_\_(00O).
  - 4 My birthday is on the ...... (oOo) of March.
  - 5 In Europe, the weather is warm in \_\_\_\_\_ (oO).
  - 6 I left school when I was \_\_\_\_\_ (ooO).
  - 7 Goodnight. See you \_\_\_\_\_ (oOo).
  - 8 How long is your summer \_\_\_\_\_ (Ooo)?
- 22.3 Find a way from Start to Finish. You may pass a square only if the word has the stress pattern Ooo. You can move horizontally (↔) or vertically (↑) only.

eightieth	twentieth	thirtieth	September
twenty-one	thousand	yesterday	October
November	sixtieth	seventy	eleventh
second	fortieth	thirteen	seventeen
vacation	holiday	tomorrow	afternoon
December	Saturday	ninetieth	Aftieth

22.4 Listen and circle the number you hear.

- B8 1 100 dollars! It only cost 17 / 70 last year!
  - 2 He was the 14th / 40th President of my country.
  - 3 The maximum number of people is 15 / 50.
- 4 She was born in 1916 / 1960.
- 5 He was 13 / 30 on his last birthday.
- 6 She'll be 18 / 80 in March.

## Remember, he told her Introducing sentence stress

(B9) Individual words have a stress pattern, that is a pattern of strong and weak syllables. Sentences also have a stress pattern, and this is sentence stress. Sometimes a word and a sentence have the same stress pattern. Listen to these examples.

O	000		000		0 0 0
word	sentence	word	sentence	word	sentence
photograph Canada	Answer me! Doesn't he?	September tomorrow	Excuse me.	afternoon	Do you smoke? One of these?
cabbages	Copy it!	remember	He told her.	Japanese Portuguese	He's arrived.

B10 Short sentences and phrases in English have some typical stress patterns. Listen to the examples.

OoO	What's the time? Yes, of course! Thanks a lot!
OoOo	See you later! Pleased to meet you! Can't you hear me?
0000	A piece of cake. The shop was closed. It's time to go.
OooO	What do you do? Where do you live? Give me a call.
0000	Are you coming? Do you like it? Is he happy?

Note: For more examples, see Section D5: Sentence stress phrasebook.

There is normally a space between stressed syllables in a sentence. Unstressed syllables can be put in that space. The space stays more or less the same length whether one or more unstressed syllables are pushed into it. So for example, these three sentences take about the same length of time to say. Listen.

D

B11 000 Don't tell Mike.

000000 Go and speak to Mary.

000000000 Hurry and give it to Jonathan.

Stress patterns can help you hear the difference between similar sentences. For example, verbs with the negative ending -n't are always stressed. This helps us to hear the difference between can and can't in the following two sentences, because the two sentences have different stress patterns.

000 He can talk.

He can't talk.





Note: You can find more about sentence stress in Units 32 to 40.

23.1 Listen and <u>underline</u> the sentence which does *not* have the same stress pattern as the word at the beginning of the line.

EXAMPLE

000 1 000 2 000 3 000	cinema tomato afternoon	Wasn't it? Close the door. Does he drive? It's open.	Hasn't she? He told me. Were you cold? They arrived.	Don't you? I like it. What happened? They listened.
3 000	December	It's open.	They arrived.	They listelied.

23.2 Write these sentences in the correct column. Then listen, check and repeat.

(B13)

The bus was late. Come and look. The water's cold. Give me a call. Nice to see you. Where's the car?	Close the window. What did she say? It's cold and wet.	What do you want? Phone and tell me. What's the time?
--	--	---

0000	0000	000	0000	
	The bus was late.			

Combine phrases from the boxes A, B and C to make three sentences or phrases with these patterns: 000 00000 00000000. Then listen, check and repeat.

EXAMPLE

A	В	C	
Half a One Give me a	bottle of glass of cold	beer orange juice water	One cold beer.  Half a glass of water.  Give me a bottle of orange juice.

A	В	C		
Doesn't	Jennifer	listen	000	попомо-ентинициинально-
Can't you make		talk to you	OoOoOo	
Can't	Oscar	drive	OooOooOoo	

23.4 Listen and tick the sentence you hear, A or B.

B15

A	В
I can swim.	I can't swim.
Are you coming?	Aren't you coming?
We were tired.	We weren't tired.
She can help you.	She can't help you.
Can you see?	Can't you see?
They were talking.	They weren't talking.

## Oh, no snow!

## Consonants at the start of syllables

Some one-syllable words are just a single vowel sound (V), for example oh and eye. If we add one or more consonant sounds (C) to the beginnings of these words, they are still only one syllable. Look at these examples.

4	CV	CCV	
90   90   81   e9   91	no /nəʊ/ low /ləʊ/ lie /laɪ/ where /weə/ law /lɔː/	snow /snau/ slow /slau/ fly /flai/ swear /swea/ floor /fla:/	

В

When there are two Cs at the start of a syllable:

- if the first C is /s/, the second C can be any of these: /f/, /k/, /l/, /m/, /p/, /t/, /w/, /j/.
- if the first C is any sound other than /s/, the second C can only be one of these: /l/, /r/, /w/, /j/.

When there are three Cs at the start of a syllable:

the first C is always /s/.

You may find some of these syllables with more than one C at the beginning difficult to say. Listen to these examples.

B16 /s/ + C: spell stairs sleep small snack swim C+/l/, /r/, /w/ or /j/: blue fly dress ground quick swim view tune /s/ + CC: spring strange square scream

When there are two or more Cs at the beginning of a syllable, many learners add a V before the first C or between the Cs. Be careful!

- . If you add a V before the first C, you may get a different word. For example, if you add a vowel before sleep, it may become asleep.
- If you add a V between the Cs, you may get a different word. For example, if you add a vowel between /s/ and /p/ in sport, it becomes support.

Listen to the difference.

+ extra syllable sleep asleep dress address street a street Sport support That ski. That's a key. That smile. That's a mile. What snake? What's an ache?

English Pronunciation in Use

24.1 Add one C to the start of each word to make a new word in the pictures. Be careful: think of sounds,

not spelling!	
bread (red to	and/ h = bread /bred/)
EXAMPLE red bread (red /r	5 lime
1 lie	
2 lock	6 late
3 rain	7 route
4 key	

Add one of the sounds from the box after the consonant at the start of these words to make other words. Think of sounds, not spelling!

/k/	/1/	/r/	/p/		/t/	
EXAMPLE	die <u>dry</u>	7,-1-1-1-1-1-1-1-1				
1 back	647-1		6	pay	didining review on the list had been recognized by the contraction of the list.	
2 fight			7	two	Adams of the second sec	
3 fat	ANNININININA MANAGAMBANA MANAGAMBANA MANAGAMBANA MANAGAMBANA MANAGAMBANA MANAGAMBANA MANAGAMBANA MANAGAMBANA M		8	say	ner-talatara merenera i a cara a cara merenera e	
4 go			9	sin		
5 .	and the second s		10	send	PHARMACA AND AND AND AND AND AND AND AND AND AN	

- 24.3 Listen and circle the word you hear.
- 1 The glass / gas is green.
  2 I don't want to play / pay.
  3 It was a terrible fight / fright!
  4 The tooth / truth is out!
- 5 The dirt came off in the steam / stream.
- 6 She didn't want to stay / say.
- 7 The pain / plane went down.
- 8 I can't sell / smell anything.

24.4 Listen and tick the sentence or phrase you hear, A or B.

	A	В
1 2 3 4 5 6 7	that slow bus an ice-cream that spot that street She loves the States. small stream slow speech	That's a low bus. a nicer cream That's a pot. That's a treat. She loves the estates. a smaller stream a slower speech
8	straight street	a straighter street

Follow up: Record yourself saying the phrases and sentences in 24.4, choosing A or B each time. Make a note of which sentence or phrase you say. Then listen to your recording in about two weeks. Is it clear which you said?

# Go - goal - gold

#### Consonants at the end of syllables

A

Some one-syllable words have no consonant sound (C) after the vowel sound (V), for example go. If we add one or more consonant sounds (C) to the end of these words, they are still only one syllable. Here is an example.







В

Sometimes, if you do not pronounce the last C of a word, you in fact say another word. For example, if you do not pronounce the final /k/ in *think* / $\theta \eta k$ / you get *thing* / $\theta \eta \eta$ /. Listen to the words below. The words on the left sound the same as the words on the right without the final C, so you can see that it is important to pronounce the final consonants.

R	00
100	60
4	100

VCC	VC	
belt /belt/	bell /bel/	
change /t feinds/	chain /t ſeɪn/	
range /reindʒ/	rain /rein/	
help/help/	hell /hel/	
film /f.lm/	fill /ful/	
tenth /tenθ/	ten /ten/	
learnt /laint/	learn /l3:n/	
wolf /wolf/	wool/wol/	
hold /həold/	hole /həol/	

(

Some learners of English find it difficult to pronounce two Cs together at the end of a syllable. If you have this problem, you may find it easier if you put a word beginning with a V after it and imagine that the last C of the first word is in fact the beginning of the second word. For example, if you find it difficult to say the /nt/ at the end of weren't, imagine the /t/ at the start of the next word:

They weren't able to do it.

They weren' → table to do it.



Note: We often get the consonant pair /nt/ at the end of negative contractions, e.g. isn't. (See Unit 35.)

Δ

Note: There are often two or more Cs at the end of verbs in the past tense. For example walked is pronounced /wo:kt/ so it has the pattern CVCC. Similarly with -es endings, likes is pronounced /laɪks/ (CVCC).

D

Some learners of English add a vowel after words ending in two Cs to make it easier to say.

But be careful: if you add an extra V after the last C, you may get a different word.

Listen to these examples.

help helper sent centre cook cooker mix mixer

past

pasta

25.1	Remove a consonant sounds, not spelling! when   wen  .	sound from the end of eac Look at the example. If yo	ch word to make a new word. Be careful: think of u remove the last sound from went /went/, you get
	EXAMPLE went	when	
	1 field	4 build	7 guest
	2 change	5 shelf	8 wild
	3 six		
25.2	Read the conversation	n and underline the words	which end with two consonant sounds.
	A: OK, first question B: It's August. A: Correct! Second B: Mount Everest. A: Correct again! M Which city is fur B: Is it Budapest, of A: No, it isn't. It's A B: The elephant. A: Very good! Three Now read the convent	n. What's the eighth mon question. What's the high fount Everest! Next quest thest east in Europe: Ather perhaps Brussels? Athens. OK, last question. we out of four correct, that sation aloud. Pronounce the	th in the year?  test mountain on Earth?  tion.  tens, Brussels or Budapest?  What's the biggest land animal in the world?  S's seventy-five percent!  underlined words carefully.
25.3	sentences down wro end in (brackets). Wr	ngly. The mistakes are under ite the correct sentences.	nd it writes what they say. This computer wrote these erlined and one of the correct words is given at the
	EXAMPLE She doze	en turn much. (earn)	She doesn't earn much.
	2 The bang caught	to be open by now. (ough	nt)
	3 I thing call the tir	ne. (all)	
			her)
	6 Three people hav		
	7 If you took aspir	ins, your head <u>wooden ta</u>	ke. (ache)
25.4	Listen and circle the	word you hear.	
(B22)	1 They took their	cook / cooker with them.	5 Is that your guess / guest?
	2 She was a great /		6 They burn / burnt the food.
	3 He did an / didn		7 It's all in the <i>past   pasta</i> now. 8 That <i>mix   mixer</i> wasn't very good.
	4 They learn / learn	a quiexty.	James Indiana Company

# Paul's calls, Max's faxes

## Syllables: plural and other -s endings

The noun call /koxl/ is one syllable and the plural calls /koxlz/ is also only one syllable. Usually the -s ending is just a consonant sound (C), not another syllable. It is pronounced /s/ or /z/.

When we add -s to make the third person singular present, it is the same. For example, the verb know /nou/ is one syllable and the third person form knows /nouz/ is also only one syllable.

When we add -'s to make the possessive it is also the same. For example Paul and Paul's are both just one syllable.

B23 Listen to the examples of -s endings in these rhymes.

Claire's chairs.

Bob's jobs.

Di's pies.

Rose knows.

Pat's hats.

Sometimes, plural, third person and possessive endings are another syllable. For example, fax /fæks/ is one syllable, but faxes /fæk.siz/ is two syllables.

The plural and other endings are another syllable when the original word ends in one of the sounds below. Listen to the examples and rhymes.

Chris's kisses, the nurse's purses, Max's faxes

Trish's wishes 151

Rose's roses 171

The witch's watches /t [/

George's fridges /d3/



Note: When the -s ending is another syllable, it is pronounced [12].

C Important for listening With -s endings, we sometimes get a lot of consonant sounds together at the end of syllables, for example, facts [fækts]. Many speakers of English make it simpler and do not pronounce one of the Cs. For example, they may pronounce facts like fax /fæks/. Here are some more examples.

She never sends birthday cards. (sounds like: She never /senz/ birthday cards)

The lift's broken. (sounds like: The /lifs/ broken) It tastes funny. (sounds like: It /teɪs/ funny)

That's what he expects. (sound like: That's what he /ik'speks/)

D

Try to make sure you pronounce the -s ending. It is very important to the meaning. Listen to the examples and notice how the -s ending changes the meaning.

lane's nose Nick's weights lane knows Nick waits

singular

noun

plural

My friend spends a lot. Our guest came late.

My friends spend a lot. Our guests came late.

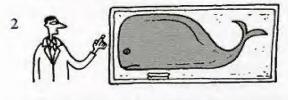
7 Anne's

- Match the beginnings and ends of these phrases so that they rhyme. Then listen and repeat. 26.1
  - (B27) a fridges 1 Ms Fox's b boxes 2 My niece's 3 The witch's c pieces d phones 4 Mr Bridge's e kisses 5 Mr Jones f plans 6 Chris's g switches
- 26.2 Write the third person forms of the verbs from the box in the correct part of the table below. Then listen, check and repeat. B28

watch	sing	go	get	dance	kiss	come	wash	see	close	push	pull
1 syllable	0			sings							
2 syllables	00	0		watche	s						

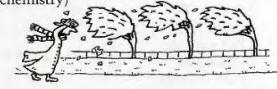
These speakers are not pronouncing all the consonants at the ends of some words. What are they 26.3 saying? Write the sentence.

(sounds like: /hænz/ up)



(sounds like: There are many different /kainz/ of whale)

(sounds like: My favourite /'sʌbdʒeks/ chemistry



(sounds like: The /wɪnz/ very strong today)

6 I read the book / books very quickly.

26.4 Listen and circle the word you hear.

B29

- 1 I saw the bird / birds fly away.
- 2 What time did the guest / guests leave?
- 3 He broke his arm / arms in the accident. 4 She sang the song / songs her father wrote.
- 5 Where does she park her car / cars at night?
- 7 The bag / bags fell on the floor. 8 The shop / shops will be closed. 9 When will the class / classes begin?
- 10 The box / boxes won't be big enough.

Follow up: Record yourself saying the sentences in 26.4, choosing singular or plural. Make a note of which one you said. Then listen to your recording in about two weeks. Is it clear which words you said?

## Pete played, Rita rested

#### Syllables: adding past tense endings

The verb play /plei/ has one syllable and the past tense played /pleid/ also has only one syllable. Usually the -ed ending is just a consonant sound (C), not another syllable; the letter E is silent.

So, for example, smiled /smaild/ rhymes with child /t faild/, even though child does not have a letter E before the D. Listen to the rhymes. Notice that -ed rhymes with either /t/ or /d/.

(B30) He looked round first, And then reversed. The car that passed Was going fast. It hit the side. The driver cried. He never guessed. He'd pass the test.



В

If the infinitive of the verb ends with the sounds /t/ or /d/, -ed or -d is a new syllable; the letter E is pronounced as a vowel sound. For example:

hate /hert/ = one syllable hated / hertid/ = two syllables

Listen and compare the sentences on the left and right below.

00	0000 (-ed = extra syllable)
Pete played.	Rita rested.
Dan danced.	Colin counted.
Will watched.	Wendy waited.
Liz laughed.	Sheila shouted.
Clare cleaned.	Myra mended.
Steve stopped.	Stacey started.

Past tense endings tell you if the sentence is present or past. Listen to the difference.

Present

#### Past

(B32) You never cook a meal. I sometimes watch a movie.

You never cooked a meal. I sometimes watched a movie. We often phone our parents. We often phoned our parents.



Note: If it is difficult to say the -ed ending in words like cooked, imagine that the -ed is joined to the word after. For example say cooked all the food like this: cook tall the food.



Note: If the word after the past tense verb begins with a consonant, you may not hear the -ed, e.g. cooked dinner, walked through.

- 27.1 Match the beginnings and ends of these rhymes.
  - 1 The people queued
  - 2 The thing you missed
  - 3 The man controlled
  - 4 She saw the child
  - 5 The boat that crossed
  - 6 The man who drowned
  - 7 The snow we rolled
  - 8 Her voice was soft
  - 9 The points we scored
  - 10 We never planned

- a was never found.
- b are on the board.
- c and then she smiled.
- d to build on sand.
- e was on the list.
- f until she coughed.
- g the nation's gold.
- h to buy the food.
- i was nearly lost.
- j was hard and cold.
- 27.2 Write the past tense of the verbs from the box in the correct part of the table.
- (B33) Then listen, check and repeat.

hate	walk	need	wash	wait	waste	help	taste	phone	dance	end	ask
1 sylla	able	9	0	walked			91-3				
-ed =	extra sylla	ble	Oo	hated							

27.3 Complete each sentence with the past tense of a verb from the box. In each sentence, the first sound of the verb is the same as the first sound in the person's name! Then listen, check and repeat.

play watch add phone count mix cook start shout paint

000	OoOoOo (-ed = extra syllable)
Paul <u>played</u> games.	Peter painted pictures.
Kenlunch.	Karen money.
Fred friends.	Stella singing.
Marge drinks.	Alice sugar.
Will films.	Sheilaloudly.

1834 Now listen, check and repeat.

B35

- 27.4 Listen and circle the verb form you hear, past or present.
  - 1 I always walk / walked away from fights.
    - 2 I think they want / wanted to talk.
    - 3 Me and my friends laugh / laughed a lot.
    - 4 On Saturdays, we dance I danced all night.
- 5 I always hate I hated Sundays.
- 6 You never help / helped Alice.
- 7 They need / needed more time.
- 8 They paint / painted the walls every few years.

Follow up: Record yourself saying the sentences in 27.4, choosing the present or past tense. Make a note of which tense you say. Then listen to your recording in about two weeks. Is it clear which tense you said?

## REcord, reCORD

#### Stress in two-syllable words

Many two-syllable words come from a one-syllable word. For example, the word artist comes from the word art, and the word remove comes from the word move. In these two-syllable words, the stress is on the syllable of the original word:

artist = Oo (stress on the first syllable) remove = oO (stress on the second syllable)

Here are some more examples.

nouns and adjectives Oo	verbs oO	
art – artist drive – driver friend – friendly	move – remove like – dislike build – rebuild	
fame – famous	come – become	

Most two-syllable nouns and adjectives have stress on the first syllable, even if they don't come from an original one-syllable word. For example, 'brother' doesn't come from the original word 'broth', but it still has the stress pattern Oo.

Listen to this sentence: the nouns and adjectives all have the pattern Oo.

The artist's most famous picture shows some women and children in a lovely forest with a purple mountain behind.



Note: However, there are a number of exceptions to this general rule, for example asleep, mistake, machine, alone, which have stress on the second syllable.

Most two-syllable verbs have stress on the second syllable, even if they don't come from an original one-syllable word. For example, 'repeat' doesn't come from the original word 'peat', but it still has the stress pattern (oO).

Listen to this sentence: the verbs all have the pattern oO.



(B37) Escape to Scotland, forget about work, just relax and enjoy the scenery!



Note: There are a number of exceptions to this general rule, for example cancel, copy and two-syllable verbs ending in -er and -en, e.g. answer, enter, offer, listen, happen, open, which all have stress on the first syllable.

Some words are both nouns and verbs. For example, record is a noun if you put stress on the first syllable, and a verb if you put stress on the second syllable. Listen to these examples. You will hear each word twice, first as a noun and then as a verb.

record contrast desert export object present produce protest rebel



Note: There is not always a change of stress in words that are both nouns and verbs. For example answer, picture, promise, reply, travel, visit always have stress on the same syllable.



Note: The stress stays in the same place when we make longer words from these two-syllable nouns, adjectives and verbs. For example, in both happy (00) and unhappy (000), the stress is on the syllable happ, and in both depart (oO) and departure (oOo), the stress is on the syllable part.

28.1 (B39)	Make the word in (brackets) into a verb beginning with 'r' and a noun ending with 'r' and use the words to fill the gaps. Then say the sentences. Take care to use the correct stress patterns for the words in the gaps: Oo for the nouns and oO for the verbs. Listen and check.
	ENANCHE

	(build)	I asked the	ouilder to	rebuild t	the wall.		
	1 (act)	How did you				comi	ng in?
	2 (write)	The	decided to		the whole b	ook.	
	3 (paint)	The	tried to	th	is part of the	picture.	
	4 (print)	We asked the	t	О	the whole	document.	
	5 (view)	The	will be ab	le to	this pro	gramme to	morrow.
	6 (play)	They had to	th	e match after a		was hu	rt.
28.2	Listen and circ	le the word with a d	different stress	s pattern from t	he others.		
B40	Example mo	oney (machine) m	ountain m	essage			
	2 middle m 3 compare	ninute mission correct copy	tract mistake collect grammar	7 shampoo	provide shoulder	promise shower	crazy prefer shopping iew
28.3 (B41)	Read the sente and repeat.	nces and decide wh	at stress patt	ern the words in	bold have. T	hen listen,	check
4.5		ot my first record a ord = <u>Oo</u> presen			en.		
		gressed well this ye			ore progress		
		too much petrol ar			es are going	down.	
	import =	export =					
		a student protest, rebelled =		army has rebel	led against the	he governn	nent.
	4 In the deser	t, there is a big cor contrast =	ntrast between	n temperatures	in the day a	nd at night	•
	5 These comp	panies produce hou	sehold object	s such as fridge	es and washi	ng machin	es.

## Second hand, bookshop

#### Stress in compound words

A

Compound words are made from two smaller words put together, for example book + shop = bookshop. (They are not always written as one word, for example shoe shop.) In most compound words, the stress is on the first part. For example, the word bookshop has two syllables and the stress is on the first syllable. Listen to these examples.

(B42)

Oo bookshop, bus stop, footpath, airport, shoe shop, road sign, car park, bedroom traffic light, bus station, sunglasses, boarding card, window seat, check-in desk travel agent, art gallery, supermarket, tape recorder, photocopy



**Note:** If the first part of the compound word is an adjective, there may be stress on the second part too, for example 00 *double room*.



Note: There may be stress on the second part of a compound noun when:

- the object in the second part is made out of the material in the first, for example 00 glass jar,
- the first part tells us where the second part is, for example 00 car door.

В

If the compound word is *not* a noun, we often put stress on the second part too. Listen to these examples.



OO first class, half price, hand made

OOo bad-tempered, old-fashioned, short-sighted

OoO overnight, second hand

C

Sometimes a compound word looks the same as

- · a normal adjective and noun,
- a normal noun and verb.

But the pronunciation is different. Compare:

Oo compound word	00 adjective and noun
We keep these plants in a greenhouse during the winter months.	Mr Olsen lives in a small, green house next to the river.
00 compound word	00 noun and verb
I saw her bus pass.	I saw her bus pass.





2



29.1 Listen. Write the words in bold in the correct columns.

(B44)

There's a good shopping centre. You can find almost anything there. There are bookshops, shoe shops, a travel agent's, a post office, a hairdresser's, a supermarket, everything... and there are a few snack bars if you want a hamburger or something. Oh, and there's a sports centre too, with a swimming pool and a playground for the kids. But be careful with your handbag; I had my credit card stolen there once!

00	000	0000
bookshops	anything	shopping centre

Follow up: Record yourself saying the text. Make sure you put the stress in the correct place.

29.2 Listen. In each sentence, one of the compound words (in bold) has stress on the first part (Oo) and the other has stress on the second part too (OO). Circle the word if there is stress on the second part too.

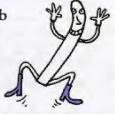
EXAMPLE They did the photocopies overnight.

- 1 I got this motorbike second hand.
- 2 Using a typewriter is so old fashioned.
- 3 These earrings were hand made.
- 4 I'm short-sighted, like my grandmother.
- 5 All the sunglasses are half price.
- 6 The waiting room is for first class only.

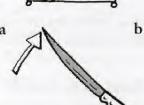
29.3 Listen. Which thing is the speaker asking about? Put a tick ( ) next to it and say Yes, I have or No, I haven't. Give a true answer!

Example Have you ever seen a ski jump?
No, 1 haven't/





















# Unforgettable

## Stress in longer words 1

A

We can build longer words by adding parts to the beginning or end of shorter words. Usually, this does not change the stress: it stays on the same syllable as in the original word. Look at the example below.

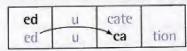
	for	get		
	for	get	ful	
- Y	for	get	ful	ness
	for	gett	a	ble
un	for	gett	а	ble

Here are is a list of beginnings and endings which do not change the stress of the shorter word:

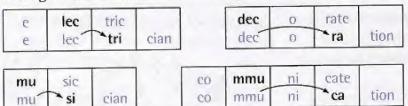
-able (drinkable) in-/im- (impossible) -ness (happiness)
-al (musical) -ise (civilise) -ship (friendship)
-er (player) -ish (childish) un- (unhappy)
-ful (helpful) -less (childless) under- (underpay)
-hood (childhood) -ly (friendly)

-hood (childhood) -ly (friendly)
-ing (boring) -ment (employment)

Some endings do change the stress in the shorter word. Look how the ending -ion changes the stress in the word educate.



When we add the endings -ion or -ian, the stress always moves to the syllable before these endings. Here are some more examples.



A

Note: -tion and -cian are pronounced /fan/.

The ending -ic also moves the stress to the syllable before it. Listen to these examples.

scientist scientific
economy economic
atom atomic
artist artistic

Note: When a syllable changes from unstressed to stressed, or stressed to unstressed, the vowel sound often changes. For example the letter O in *atom* is pronounced |a|, but in *atomic*, it is pronounced |a|; the A in *atom* is pronounced |a|, but in *atomic* it is |a|.

Note: The ending -al does not change the stress of the word (see A above), so, for example, the stress is on the same syllable in these two words: economic economical.

mid	hildhood,	childish,	childishness,	childle:	ss
believe		renterene en en en en en en en en en			
enjoy	namannoniasi ia manannamannamannamannamannamannaman				
care			-, -i	,	institutejapottaan kan enterpritation termenten en e
Vrite the wo	ords from the	box in the	correct part of	the table	according to the stress patter
populati commun pessimisi	ication			tion entific discu	identification relatio clinic romantic ssion
Oo					
оОо					
0000	population				
00000					
000000					
0000000					
					d give the stress pattern of you
XAMPLE in	nform inf	ormation	0000		
introduce			7	optimist	
base	4	pasarenegaranpasaren   biginian		celebrate	
economy	mananamentament	manageria de la compania de la comp	9	diplomat	
describe	манинамични		10	operate	THE CONTROL WHEN PERSON AND THE PROPERTY OF THE PERSON AND THE PER
romance		dinamentary prists		explain	

# 31

# Public, publicity

## Stress in longer words 2

A

B50

There are many longer word endings where the last letter is -y. In words with these endings, the stress is placed on the syllable two from the end. Listen to these examples.

pub pub	lic lic	i	ty	na na	tion	al nal	i	ty
pho pho	tog	graph raph	У	<b>cli</b>	mate ma	fol	0	gy
as	tro- stron	0	my	chem	ist i	stry		

Δ

Note: If we add the ending -ic to a word, the stress goes on the syllable before -ic. (See Unit 30.) Notice the change of stress, for example: photography photographic.

A

Note: In words for an expert in the subject, such as *photographer* or *climatologist*, the stress stays on the same syllable as in the word ending in –*y*:

photography—photographer

photography photographer climatology climatologist

В

Many words for school and university subjects have one of the -y endings in this unit or the ending -ics. Listen to the names of subjects in this text.

At school, I hated science subjects like physics, chemistry and biology, you know, and ehm... I wasn't very good at mathematics and things. I really liked subjects like history, geography, economics. Anyway, when I went to university, I wanted to do geology, but I couldn't 'cause I was no good at sciences, so in the end I did philosophy!

Note: Many English speakers do not pronounce the second syllable in *history*, so that it sounds like this: /ˈhɪstrɪ/ Oo. The first part of the word *geography* may be pronounced as one or two syllables: /ˈdʒɒgrəfɪ/ Ooo or /dʒiːˈɒgrəfɪ/ oOoo. Many speakers do not pronounce the second syllable in *mathematics*, so it sounds like this: /mæθˈmætɪks/ oOo.

B52

If we combine the various endings in this unit and Unit 30, we can get 'families' of words with moving stress patterns. Listen to these examples.

photograph photography photographic economy economics economical national nationality nationalise civil civility civilise nationalisation

EXAMPLE aut	hor authority	0000		
1 person		5 nat	ion	
2 universe	mmmm	6 rea		INTERIOR STATEMENT OF THE STATEMENT OF T
3 public	mananananananananananananananananananan	7 hur	nan	manna menerimmenen
4 major	istalianistalianistalianistalianistalianista	8 elec	ctric	
Write the word	Is from the box in the	correct column ac	cording to their stre	ss pattern.
economics mathematic photograph	cs /mæθəˈmætɪks/	physics ch sociology nationality	emistry geog history /ˈhɪstrɪ/	raphy /ˈdʒɒgrəfɪ geology
00	000	0000	00000	0000
				economics
	ith a word from the b			
Fill the gaps w		ox which has the st story geograph		Then listen and cl
biology	mathematics hi	story geograpl	ny sociology	chemistry
biology My favourit		story geograph ere sciences, espec	ny sociology eially Ooo <u>che</u>	<del>chemistry</del> wistry and
My favourit	mathematics his e subjects at school w	story geograph ere sciences, espec- always been good n't really like the sc	ny sociology  rially Ooo chee  with numbers, so I woned	ehemistry wistry and was good at is like
My favourit  OOoo  OOOo	mathematics his e subjects at school w I've	rere sciences, espectalways been good n't really like the sciences.	ny sociology  rially Ooo chee  with numbers, so I woned	ehemistry wistry and was good at is like
My favourit  OOoo  OOOo	mathematics his e subjects at school w	rere sciences, espectalways been good n't really like the sciences.	ny sociology  rially Ooo chee  with numbers, so I woned	ehemistry wistry and was good at is like
My favourit  OOoo  OOOo	mathematics his e subjects at school w I've	rere sciences, espectalways been good n't really like the sciences.	ny sociology  rially Ooo chee  with numbers, so I woned	ehemistry wistry and was good at is like
My favourit  oOoo  oOo  ooOoo	mathematics his e subjects at school w I've	rere sciences, espectalways been good n't really like the sciences.	ny sociology cially Oooche with numbers, so I v ocial science subject	ehemistry wistry and was good at s like strange because v
My favourite oOoo	mathematics his e subjects at school was likely and the school was lik	rom the family. The	eially Ooocher with numbers, so I wood science subject , and that's seen listen, check and i	ehemistry wistry and was good at s like strange because v
My favourite oOoo	mathematics his e subjects at school was like in the subject in th	rom the family. The	eially Ooocher with numbers, so I wood science subject , and that's seen listen, check and i	ehemistry wistry and was good at s like strange because v
My favourit  oOoo  oOO  ooOoo  went to universely soon to the western the	mathematics his e subjects at school we subject at school we have a light of the school we subject at school we have a light of the school we subject at school we have a light of the school we should be subject at sch	rom the family. The (ooOoo), so	eially Ooocher with numbers, so I wood science subject , and that's seen listen, check and i	ehemistry wistry and was good at s like strange because v

## DON'T LOOK NOW!

#### Sentences with all the words stressed

In a sentence, we put stress on one syllable of all the most important words. In some situations, emergencies for example, all of the words are important. In this case, there is stress on one syllable of all of the words (in some cases, the sentence may have only one word). Listen to the sentence stress in these examples.

B55 O

Help! Quick! Smile!

Quiet! Sorry! Oo

Look out! Take care! Wake up! Don't move! Come back! Stand still! Sit down! 00

Don't forget! Hurry up! Go away! Stay awake! Don't be late! 000

Keep quiet! Don't worry! 000

Don't look now! Go straight on! Don't turn round! 000

0000 Emergency!

В

In English sentence stress, the following kinds of words are usually stressed. The examples given are from the sentences in A above.

verbs (help) two-part verbs (look out) adjectives (quick) nouns (emergency) negative auxiliary verbs (don't)



Note: Positive auxiliary verbs such as be in Don't be late! are not usually stressed.

Sentences with all the words stressed have a distinctive rhythm. You can hear this well in these chants. Listen.

B56 O O.

00

Take care! Don't move! Stay there! Keep calm!



Go straight on! Don't look down! Go straight on! Don't turn round!



000

Don't stop! Carry on! Run! Run! Get away! Ouick! Quick! Hurry up!







Match each sentence with a sentence from the box with the same rhythm. Write the sentences in 32.1 the correct place. Then listen, check and repeat. (B57)

A 8-			
	Don't move! Run! Don't worry!	Go straight on!	Go away! Sorry!
	EXAMPLE OOO Don't be late! Go	away!	
	1 Oo Silence!		
	2 OOO Don't look down!		
	3 O Wait!		
	4 OO Get back!		
	5 OOo Keep quiet!	A CANALAGARIAN	
32.2	What are they saying? Use the grammar and so	entence stress informa	tion to guess.
	EXAMPLE	3	3
	oOoo (noun) Emergency/	OoO (two-par	t verb)
		OOO (negative	auxiliary,
	O (verb)	two-part verb)	The second secon
		5	
	OO (two-part verb)	Oo (adjective)	
32.3	Listen and complete these chants. Then play th	ne recording and say th	e chant at the same time.
(B58)	1 Don't sleep! Stay awake!		't rude!
	Get dressed! Don'tlate!		! Eat your food!
	2still! Stay there!		
	Don't move! care!		

## THAT could be the MAN

#### Unstressed words

All of the sentences below have three syllables with this stress pattern: OoO. The middle word in each sentence is unstressed because it is not as important as the other two words. Listen.



0	0	0
What's	your-	name?
Tom	was	right.
Dogs	can	swim.
Close	the	door!
Wait	and	sec.
Go	to	bed!

These are the kinds of words which are not normally stressed, with example words from the sentences in A above.

pronouns (your) the verb be (was) auxiliary verbs (can) articles (the) conjunctions (and, or) prepositions (to)



Note: Negative auxiliary verbs (can't, don't, hasn't, etc.) are usually stressed. See Unit 32.

Important for listening There may be more than one of these unstressed words between two stressed words. In the sentences below, each sentence has the same two stressed words with an increasing number of unstressed words between. Listen. Notice that the length of time between the two stressed words is about the same, however many unstressed words are fitted between.







Note: Speakers can choose to put stress on words which are normally unstressed. They do this for emphasis or contrast. (See Unit 49.)

33.1	Give t	the stress	patterns	for	these	sentences.
------	--------	------------	----------	-----	-------	------------

Example Go to the shops. OooO

- 1 Go to school.
- 2 Where was the key?
- 3 Tell John.

- 4 What was in the news?
- 5 What's your name?

33.2 Put one of the unstressed words from the box in the middle of each phrase or sentence below. Then say the phrases or sentences with this stress pattern: 0o0.

or	my	a	it	can	some	of	are
1 Bring	h	nere!		5	Lots	eggs.	
2 Mel's	17	iurse.		6	Pass	fail?	
3 Whales	***************************************	big.		7	Have	bread.	
4 Jane	dr	rive.		8	Where's	bike?	

33.3 Listen. How many unstressed words are there between the stressed words in each sentence?

B61 Write 0, 1, 2 or 3.

EXAMPLE Drink ... milk. 3

- 1 Eat ... cheese.
- 2 That ... man. .....
- 3 What ... name?
- 4 What ... for? .....

- 5 Go ... shops. .....
- 6 Go ... home. .....
- 7 Turn ... right. .....

Complete each set of four sentences with the unstressed words given. Each sentence should have one more unstressed word than the sentence before, so that the four sentences have the same pattern as

in the example. Then listen, check and repeat.

Example unstressed words: it, some, with

OO Eat cheese.

OoO Eat some cheese.

OooO Eat it with cheese.

O0000 Eat it with some cheese.

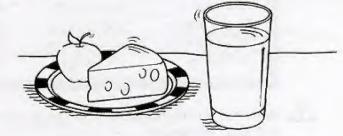
1 unstressed words: it, of, the, some, with

OO Drink milk.

OoO Drink \_\_\_\_ milk.

OooO Drink milk.

OoooO Drink milk.



2 unstressed words: it, the, to

OO Turn right.

OoO Turn \_\_\_\_ right.

OooO Turn \_\_\_\_ right.

OoooO Turn right.

# I'll ASK her (Alaska) Pronouns and contractions

A

Pronouns in sentences are usually unstressed. Look at this sentence: *I met him*. The first and third words are pronouns. So this sentence has the stress pattern oOo.

В

Important for listening Listen to these sentences. You will hear each one twice: first in careful speech and then in fast speech. Notice that in fast speech:

- the speaker doesn't pronounce the letter H in he, her, him, his unless it is at the beginning of the sentence.
- the vowel sound in the pronouns and his, her, their, our is very short.

B63

oOo I met him. You know her. They saw you. She phoned me. He likes them. We found it.

0000

I met his wife.
They read my book.
He knows their son.
We called their friends.
She hates her job.
You need our help.



Note: You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.

C

Important for listening Pronouns are often joined to auxiliary verbs (*is, have, will,* etc.) in contractions. For example, when we speak, we join the *l* and *will* together to form *l'll.* In the sentence *l'll ask her* there are four words but only three syllables. This is because the pronoun and contraction are pronounced as one syllable. This sentence therefore has the stress pattern oOo (the pronouns and contractions *l'll* and *her* are unstressed). In fast speech, it may be pronounced the same as *Alaska*. Listen to these examples.



000 I'll ask her. /æ'læskə/ (like Alaska) I'm coming. /æm¹kʌmɪŋ/ (like am coming) He's finished. /hiz'finift/ (like his finished) They're hungry. /de'hangri/ (like the hungry) We've seen him. /wivisi:nim/ (like wiv seen im) She's angry. /fi'zængri/ (like shiz angry)



Note: You do not join the pronoun to an auxiliary verb at the end of a sentence. For example, say Yes, I will, don't say Yes, I'll.



Note: You only put stress on pronouns if you want to emphasise or contrast something. It is like underlining with your voice. For example:

You don't need <u>him</u>, but <u>he</u> needs <u>you!</u> (See Unit 49.)

34.1	Add pronouns to these words to make sentences with the pattern o0o0. Do not use the same pronoun twice. Then say your sentences aloud, making the rhythm clear.						
	EXAMPLE drove/car She drove her car.						
	1 read/book 3 drank/milk						
	2 sang/song 4 ate/lunch						
34.2	Listen and write the words you hear in the gaps.						
(B65)	Example Can you tell her to call me please?						
	1 Can you give to please?						
	2 Did meet daughter, Catherine?						
	3 I don't think likes						
	4 What did?						
	5 Where did buy guitar?						
	6 What's mother's name?						
	7 Where are parents from?						
	8 bought presents for children.						
34.3 (B66)	Write the sentences below again. Change the people to pronouns, and make the auxiliary verbs (has/is/are etc.) into contractions. Then underline the stressed syllables in your sentences. There should be two in each sentence. Then listen, check and repeat.						
	Example Helen has given Robert some money. She's given him some money.						
	1 Robert is buying presents for the children.						
	2 Bonnie and Max are opening their presents.						
	3 Bonnie and Max will thank Robert for the presents.						
	4 Robert will thank Helen for the money.						
34.4	Think of a computer which people speak into and it writes what they say. This computer wrote the underlined parts of these conversations incorrectly. (You can read what the computer heard in phonemic letters.) Write the correct words.						
	Example						
	- Do you know Mike? - Yes. Ametim /æ'metim/ yesterday.						
	1 – Come on kids, do your homework!  – Wiydunit /wiy'dʌnɪt/ already!						
	2 – What's his name?						
	- I don't know. <u>Alaskim</u> /æ'læskɪm/.						
	3 – Goodbye. – Goodbye. <u>Alseeya</u> /æl'si:jə/ tomorrow!						
	4 – Why isn't Neil here?						
	- Hisgonta /hɪz'gɒntə/ Paris for the weekend.						
	5 - Have you told Maria yet?  - No. Altella /æl'telə/ tomorrow.						
	- INO. ARCHA / CITCLE COMOLIOW, Indianaparameter and Archaeles						

## She was FIRST

#### Pronouncing the verb be

You don't normally put stress on are in the middle of a sentence. Listen to this rhyme.

Roses are red, Violets are blue. Flowers are nice, And so are you!



Note: Many speakers pronounce are just as the weak vowel sound /ə/, but if the following word begins with a vowel sound, the /r/ is pronounced too, for example People are angry. (See Unit 39.)

B67b The word is (and 's) is not usually spoken as a separate syllable; it is usually joined to the syllable before, for example Snow isl's white. But if the word before ends with letters like S, CE, GE and CH, it is a new syllable, for example Grass is green. (See Unit 24.) Listen to the examples.

is and 's - not a separate syllable	is and 's – a separate syllable		
Snow is white. Your hair is dirty. The road is closed. The clock is broken.	Grass is green. Your face is dirty. The bridge is closed. My watch is broken.		



Note: After a pronoun, am, is and are are usually written as a contraction ('m, 's, 're). (See Unit 34.)

In the middle of a sentence, was and were are also usually unstressed. Listen to the chant.

She was first.

You were last.

It was hard. She was fast.

You were slow.

She was strong.

I was tired. It was long.



The verb be is normally unstressed at the start of a sentence too. Listen to this chant.

Am I right? Am I wrong? Is it short? Is it long? Are you hot? Are you cold? Were they young? Were they old? Is it false? Is it true?

Was it me? Was it you?



Important for listening

Note that the vowel is very weak in fast speech (see Unit 7, which looks at weak vowels). am = /am/; is = /iz/; are = /a/; were = /wa/; was = /waz/

You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.



Note: The verb be is stressed in negative contractions (e.g. aren't), and at the end of sentences (e.g. Yes, I am). (See Unit 36.)



Note: The verb be is also stressed for emphasis or contrast, for example: That can't be John ... Wait a minute ... It is John! (See Unit 49.)

35.1 Circle the word are if you think the /r/ is pronounced. Then listen, check and repeat.



There are a lot of books in the picture. Some of them are on the desks and some are on the shelves. There are some trees outside the windows. The windows are open. There are some pens on one of the desks.





35.2 Tick ( ) the sentences where is is always a separate syllable. Then listen, check and repeat.

(B71)

#### EXAMPLE

- a Lunch is ready! V
- 1 a The house is cold.
- 2 a The taxi is here.
- 3 a The beach is crowded.
- 4 a The steak is good.
- 5 a The meaning is clear.
- 6 a The smell is awful!
- 7 a Juice is good for you.
- b The fish is good.
  b The message is clear.
  - b The noise is awful!

b The park is crowded.

b Dinner is ready!

b The room is cold.

b The bus is here.

- b Fruit is good for you.
- 35.3 Listen and circle the verb you hear.
  - B72
- 1 People are / were angry.
- 2 Alice is / was here.
- 3 Your face is / was dirty.
- 4 The birds are / were singing.
- 5 The books are / were cheap.
- Listen and fill the gaps with one word.
- 35.4

Example That was my favourite.

- 1 His parents \_\_\_\_ rich.
- 2 The birds \_\_\_\_\_ singing.
- 3 The beach \_\_\_\_\_ crowded.
- 4 The children at home.
- 5 He going out at the weekend.

- 6 The fish are / were dying.
- 7 The place is / was nice.
- 8 Paris is / was nice.
- 9 The children are / were tired.
- 10 My friends are / were coming.
  - 6 Her dog \_\_\_\_\_ called Kip.
  - 7 This car \_\_\_\_\_ very expensive.
  - 8 The drinks \_\_\_\_\_ free on this flight.
  - 9 The weather \_\_\_\_\_ terrible.
  - 10 The banks \_\_\_\_\_ closed on Saturday.

# 36

## WHAT do you THINK?

#### **Auxiliary verbs**

A

OooO is a very common rhythm in questions beginning with Wh- words (when, where, what, etc.) followed by auxiliary verbs.

Wh- word auxiliary pronoun main verb (stressed) (unstressed) (unstressed) (stressed) (stressed) What do you think? O o O

Important for listening

Listen to these examples. You will hear each one twice; first in careful speech and then in fast speech. Notice how, in fast speech, the vowel is very weak in the auxiliary do and does.

0000

What do you think? Where do you live? What does she mean? Where does he work? What did he say? Why did you go?

B (B75)
Important
for listening

Other auxiliaries are also usually unstressed in questions. Listen. Note that the speaker does not pronounce the first letters of the auxiliaries will, have and has.

What will he do? Where has she been? What have I done? What can you see?

C



Auxiliaries are stressed in negative contractions and at the end of sentences. Listen to these examples.

Yes, I do.
I don't know.
Yes, I will.
He won't say.
Yes, I have.
I haven't done it.
Yes, I can.

I can't help.



Note: Auxiliaries can also be stressed for emphasis or contrast. For example: I'm not English, but I am British! (See Unit 49.)

D



In very fast speech, some speakers pronounce many of these questions with only three syllables. Listen.

Important for listening

OoO
What do you want? /wɒdjə'wɒnt/ (sounds like: What dya want?)
What does he do? /wɒtsɪ'du:/ (sounds like: What si do?)
Where have you been? /weəvjə'bɪn/ (sounds like: Wherve ya bin?)
Where did he go? /weərdɪ'gəʊ/ (sounds like: Where di go?)

36.1	Listen and complete	the questions.						
(B78)	Example What	did he do?						
	1 Where	live?	6	Who	meet?			
	2 What	say?	7	Where	sit?			
	3 Where	work?	8	When	end?			
	4 What	see?	9	Where	been?			
	5 Where	gone?			asked?			
36.2 B79	Write the questions in the questions.	this conversation and	l give th	ne stress patterns. T	Then listen, check and repeat			
	EXAMPLE							
	A: What	do you do?	?	0000				
	B: I'm a doctor.				1 11			
	1 A:		?		0///			
	B: I live in Kingsto							
	2 A:							
		niversity Hospital.		-				
		1 3 6 1 1 1 1		MINIMUM MARKETON				
	B: Yes, I'm married. My husband is a teacher. 4 A:							
		ory and Geography.		THE PERSON NAMED AND ADDRESS OF THE PERSON NAMED AND ADDRESS O				
	5 A:		,	3				
	B: At the Grove R	oad Secondary Schoo	l.	entition of the state of the st				
	6 A:							
		I was on holiday in						
	7 A:			NI N	Comp.			
	B: We got married	in 1999.						
36.3	Think of a computer which people speak into and it writes what they say. This computer wrote the <u>underlined</u> parts of these questions incorrectly. (You can read what it heard in phonemic letters.) Correct the writing.							
	EXAMPLE What dya /djə/ mean? What do you mean?							
	1 Who vya /vjə/ told	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		2				
	2 What di /di/ say?							
	3 When dya /djə/ sta							
	4 Where zi /zi/ gone							
	5 How dya /djə/ do							

### A PIECE of CHEESE

# Pronouncing short words (a, of, or)

Short words like articles (a, the), conjunctions (and, or) and prepositions (to, of) are usually unstressed. Listen to this chant. Every line has the stress pattern oOoO. They have this rhythm because the first and third words are all unstressed. These words are: some, and, a, of, for, the, to, or, as.



#### Shopping list

Some milk and eggs, A tin of peas, A snack for lunch: Some fruit and cheese.

The loaf of bread, A jar of janu, Some juice to drink, A piece of ham.

Some pears or grapes, Some beans and rice. A can of beer As cold as ice!



Important for listening Listen again to the chant in A. Notice that the vowels in all the unstressed syllables are pronounced the same. This sound is written as /o/ in the phonemic alphabet (see Unit 7). Also, in fast speech, the consonant sounds after the vowel in these words may not be pronounced. In this case, and sounds like an, and of sounds like a. Listen to these examples.

#### and sounds like an:

an apple and an orange and an onion

#### of sounds like a:

a bit of this and a bit of that

You don't need to copy the fast speech pronunciation. People will understand you if you use careful speech. But you need to be able to understand fast speech.



Note: The consonant sound in of is not dropped when the following word begins with a vowel, for example some of each.

The vowel sound in to and the is different if the following word begins with a vowel. In this case, to changes from /to/ to /tu/, and the changes from /do/ to /dv/. Listen to the difference.



(B82) We need water to drink and food to eat. I'll have the fish, and the apple pie for dessert.

37.1 What are the things in the picture? Write them in the correct column according to the rhythm (there are two phrases in each column). Use these words: bowl, bottle, jar, packet, bag, pot, carton, kilo. Then say the phrases aloud.



00000	00000	000000	
	A bowl of soup		
	00000		7777

- In these sentences, both of the words in *italics* are possible and they sound similar in fast speech.

  Listen and circle the word you hear.
  - 1 I had a salad as / and a main course.
  - 2 Give her an / some egg if she's hungry.
  - 3 She went to look at / for the fruit.
  - 4 He gave me a basket of / for bread.
  - 5 Get some pasta and / or rice.

- 6 I like the / to cook.
- 7 She ordered a / the soup.
- 8 Have some / an orange juice.
- 9 He invited me at / for lunch.
- 10 He made this jar for / of jam himself.
- 37.3 Listen and fill the gaps. Then listen, check and repeat. Make sure you keep the same rhythm: 0000.

(B84)	EXAMPL
Ah	EXAMPL

	a gl	ass of milk				
1	Projetetetetetetetete	timelunch	6		fast	that
2		eggchips	7		meal	two
3	parameter and the same of the	bag nuts	8	***************************************	box	food
4	american de la constanta	drink eat	9		fish	mea
5	name e e e e e e e e e e e e e e e e e e	cook rice				

37.4 Think of a computer which people speak into and it writes what they say. This computer wrote these sentences incorrectly. Write the correct sentences.

EXAMPL	E We had beans an rice. We had beans and rice.
1 We h	ad a nice cup a tea.
2 I don	't want a go out tonight.
3 I need	d a drinker water.
4 We c	ook to chicken.
5 He ca	an't cooker meal.
6 Have	a nice cream!
7 Com	e in an sit down.

Follow up: Practise saying the chant in A on the opposite page. Tap the table or your foot in time as you say it.

## Pets enter, pet centre

#### Joining words 1

Important for listening

In speech, words are not separated; they join together. Sometimes it is difficult to know where one word finishes and the next word begins. For example, pets enter sounds the same as pet centre because the consonant /s/ could be at the end of the first word or at the start of the second word. Listen to the examples. The phrases on the left sound the same as the phrases on the right.



pets enter	pet centre
stopped aching	stop taking
ice-cream	1 scream
known aim	no name
called Annie	call Danny
clocks tops	clock stops
missed a night	Mr Knight





Note: The spelling may be different in the two phrases which sound the same. For example, the consonant sound /s/ is spelt S in pets, but C in centre. The consonant sound /t/ is spelt D at the end of stopped, but T in taking.



Note: The /h/ is often dropped from the beginning of pronouns, so that thanked him sounds like thank Tim.

В

Important for listening

Normally, we know from the context what a word is. For example, these two sentences sound the same, but we know the first one is wrong because it has no sense.

It snow good. It's no good.

C

Important for listening In fluent speech, people join words together. When one word ends with a consonant and the next word begins with a vowel, imagine that the consonant is at the beginning of the next word. For example, say the first line of the chant below as if the words were divided like this:

/gp to po test/.

Listen to the chant and repeat. The rhythm of each line is the same. The symbol \_ shows where the consonant sound joins to the vowel sound of the next word.



Got up at eight, Got on a bus, Went\_into work, Worked until two, Went out for lunch, Worked until six, Back on the bus, Switched on the box\*, Slept in a chair.

(\*box = television)



stopped using

#### Exercises

phoned your

38.1 What two words do you get if you move the consonant from the end of one word to the beginning of the next or vice versa? Complete the table. Remember: think about sound, not spelling!

E	XAMPLE cats eyes	cat Size		
1	able	⟨⇒⟩ fell table	6 an ocean	<-> a
		< > no	7 stop	
	cooks		8 escaped error	⟨≒⟩ terror
	seen you	mew new	9 cheer	← meant year
	faced		10 learn chess	⟨⇒⟩ "yes"

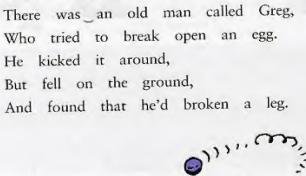
38.2 Think of a computer which people speak into and it writes what they say. This computer wrote the sentences below incorrectly. Correct the phrases that are wrong using the phrases in the box.

felt rain

ships take 's no good	neard you lie	
Example It <del>snow good</del> ; I can't	fix it. 's no good	
1 Known uses good news, as the	ey say.	
2 Have you phone jaw parents t	this week?	
3 I've never her July before		
4 I think I fell train; let's go insid	ide.	
5 These ship steak cars across th	he river.	
6 They join does for dinner	and the state of t	

no news is

Show where you can join a word ending with a consonant sound to a word starting with a vowel sound using this symbol: \_ (there are eight in total). Then listen and practise saying the poem.



joined us

7 We stop choosing the typewriter when we got the computer.



# 39

## After eight, after rate

#### Joining words 2

A

When we say the spellings of words or names, we normally join them together in one continuous sound. For example, we say ABC like this: <code>/eɪbiɪsiː/</code> (without any pause between the letters). Sometimes we have to add an extra sound to separate vowel sounds. Listen to these examples. The added sound is in small letters.



URL /juː\_wɑː\_'el/ AIM /eɪ\_'aɪ\_'em/ BORN /biː\_'əʊ\_wɑː\_'en/

The same three sounds, /r/, /j/ and /w/, are also added between whole words to separate vowel sounds.

В

Important for listening The consonant sound /r/ is used to separate vowel sounds when there is a letter R at the end of the first word. In many accents of English, including Southern British, this final letter R is not pronounced, so the word ends in a vowel sound. For example, the word after is pronounced /arfto/. But if the following word begins with a vowel sound, the R is pronounced, in order to separate the two vowels. For example, the R is pronounced in after eight /arfto\_reit/. In this case, the R sounds like it is at the start of the next word, so after eight sounds like after rate. Listen to the examples.



R not pronounced	R pronounced	sounds like
her card	her ace	her race
under sixteen	under age	under rage
after nine	after eight	after rate
four legs	four eyes	four rise
clear skies	clear air	clear rare



Note: Sometimes we pronounce an /r/ to separate vowel sounds even if there is no R in the spelling. For example saw Alice can be pronounced /so:\_raelis/.









Important for listening The sounds /j/ and /w/ can also be pronounced to separate vowel sounds.

- If the first word ends in a vowel sound like /i/ and the next word starts with any vowel sound, we add the sound /j/ (Y).
- If the first word ends in a vowel sound like |uv| or |v| and the next word starts with any vowel sound, we add the sound |v| (W).

Listen to the examples. Notice that /j/ or /w/ is pronounced even when there is no Y or W in the spelling.



no /j/ or /w/ pronounced	/j/ or /w/ pronounced	sounds like
every toe /evri too/ he saves /hi servz/ you drank /ju: drænk/ you hurt /ju: hait/	every ear [evri jiə] he earns [hi jainz] you ache [ju: weik]	every year he yearns you wake

- 39.1 Spell out these names. If possible, record yourself. Then listen to the recording and compare it with yours.
  - 1 TOM B91 2 BEN

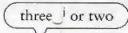
4 TANIA

3 ERIN

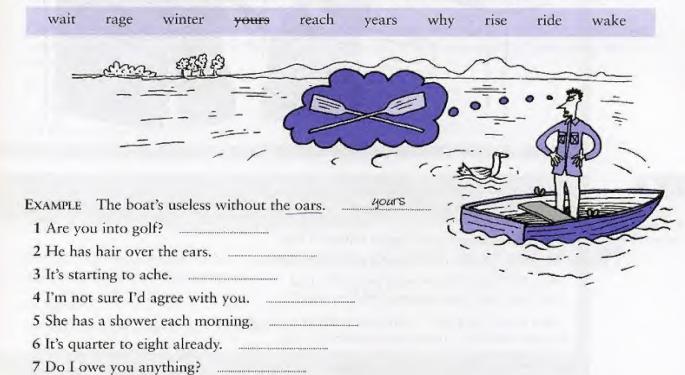
5 ROSIE

- 39.2 In these pairs, the first and second word are joined with the phonemic letter shown. Read them B92 aloud, then say them again, this time reversing the order of the words, so that a different sound joins the first and second word. You don't have to write anything. Then listen and check.

Example two w or three three or two



- 1 grey j and blue 2 you w and me
- 3 where r or why
- 4 you w or her
- 5 here for away
- 39.3 The word rise is 'hidden' in this sentence: Her eyes are open. It is the underlined part. This is clear if we look at the phonemic spelling. The word rise is /raiz/. You can see this underlined in this phonemic spelling of the sentence: /həraizərəupən/. The words in the box are 'hidden' in the sentences below. Find them and underline them, and write the hidden word after the sentence.



Now listen to the sentences. Can you hear the 'hidden words'? Try saying the sentences, making sure you pronounce the hidden words.

8 Her eyes are a strange colour.

9 You should know better at your age!

# Greet guests, Greek guests

Joining words 3

Important for listening When one word ends with a consonant sound and the next word begins with a consonant sound, the first consonant sound is often changed. For example, greet guests sounds the same as Greek guests because the T in greet and the K in Greek are both pronounced like /g/. This is because of the influence of the /g/ in the following word, quests.



Important for listening

The sounds which most frequently change when they are at the end of a word are [d], [t] and [n]. They can change so much that the word sounds like another word. Listen to these examples:

I've got a bad cold. (bad sounds similar to bag) We had a bad year. (bad sounds similar to badge)

They shot bears. (shot sounds similar to shop) They shot cats. (shot sounds similar to shock)

What's your son called? (son sounds similar to sung) My son made this. (son sounds similar to sum)

The consonants /d/ and /t/ may disappear completely when the next word starts with a consonant. For example, in the phrases below, the verb may sound as if it is in the present tense.

asked questions

mixed paint

boiled carrots

used power



Note: We can usually tell what a word is from the context. For example, in the sentence I sat in the waiting room and dig crosswords, the word before crosswords sounds like dig but we know from the context it must be did.

40.1 (B95)	The <u>underlined</u> work listen and check.	d in each sentence sounds like one of the words in the box. Match them. Then			
4 12	EXAMPLE torch /	talk			
	talk / torch	a I taught classes this morning. +alk			
	talk / torch	b You taught yourself French. +orch			
	1				
	sum / sung	a The sun burnt my neck.			
	Julii / Julig	b The sun came up over the mountains.			
	2				
	beak / beach	a I can't beat you at this game.			
		b I can beat Carol at tennis.			
	3	a I can't get this coat clean.			
	coke / coach	b Is this the coat you bought?			
		b is this the <u>coat</u> you bought:			
	4	a They cheat quite a lot.			
	cheap / cheek	b They cheat people out of their money.			
40.3	Think of a computer				
40.2					
(B96)	correct word.				
	Example Watch your name? What's				
	1 I hate going to museums and arc galleries.				
	2 Have you ever tribe Belgian beer?				
	3 I got ache questions correct out of ten.				
	4 She's a good player and can wing games against most people.				
	5 He copied out the text lime by line.				
	6 It was a bag question; nobody got the answer right.				
40.3	You will hear sente sentence. Put a – i	ences with one of the two beginnings given. Listen and complete the correct in the other space.			
	EXAMPLE				
	He put the soup back in the				
	He put the suit back in the				
	1 I got this cut by 3 Her heart broke when				
		Her harp broke when			
		n my			
		m my			
	a mare to mar	Now go to Unit 60			

# Could you say that again?

#### **Understanding conversation**

A GI

Listen to this conversation. What is the cause of the misunderstanding?

Important for listening

- A: I've just got this one bag.
- B: Wow! Do you always travel so light?
- A: Yeah. Can't stand the wait, you know, at the airport ...
- B: Yeah, I know. My bag's really heavy. But it's got wheels, so I don't have to carry it.
- A: No, I mean the waiting, you know, waiting for your cases to come out on the belt.



spell that?

The speakers pronounce all the words clearly but there is a misunderstanding because the words weight and wait have the same pronunciation. When Speaker B says heavy, Speaker A knows he understood weight, not wait, so she corrects the misunderstanding.

In conversation, we need to know when communication is going wrong, and then correct it.

В

C2

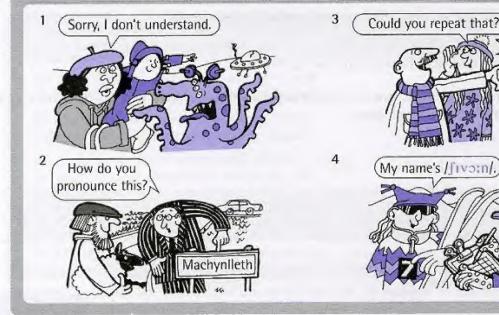
Important for listening When we don't understand what someone says in a foreign language, we often think it is because we don't know the language well. But often it is not our fault. Listen to this man from London. Do you understand what he is saying?

It leaves at free forty-five this afternoon.

There are many different accents in English. In this accent, three sounds like free. In this example, you can probably guess from the context that he is saying three forty-five. The context often helps us understand what people are saying.

C

Important for listening We can't always guess from the context. Sometimes we need to ask questions in order to understand. Remember these ways of asking.



# Exercises Section C Conversation

41.1	In each of the sentences below, one of the words that's what it sounds like in the accent of the spe- British English. Listen and guess from the context	aker. All the accents are different from standard,			
	Example She's a rider of romantic novels	riter			
	1 Read about it in the noose papers.	THE MANAGEMENT OF THE PARTY OF			
	2 She went to hospital 'cause she had art proble	ems.			
	3 We watched TV and den we went to bed	interviews in transit interviews in property			
	4 I want to tank you for your help.				
	5 They were jailed for robin a bank.				
	6 With a bit of look, we'll win this game.				
	7 Can you old the umbrella while I get my keys out?				
41.2	Listen to these dialogues and fill in the missing wo  1 A: Can I help you? B: Yes, I'd like to see I'm sorry, do you pronounce this name? A: O'Shaughnessy. Doctor O'Shaughnessy. B: Yes, I'd to see Doctor O'Shaughnessy, please.  2 A: My name's Mark. B:, Mike, you say? A: No, Mark. M-A-R-K.				
	B: Oh, I see. You don't the R?	B: Vaugn? How do you that?			
	A: No, not in my accent.	A: V-A-U-G-N.			
		B: Oh yes, I've seen that name before!			
41.3	Listen. Reply to each sentence you hear using one of the expressions below. Number the expressions in the order you use them.				
	Sorry, could you repeat that, please?				
	Sorry, I don't understand.				
	How do you pronounce that?				

# 'Was that the question?' he asked.

Reading aloud: 'pronouncing punctuation'

Listen to this text. Notice that in speech there are pauses where, in writing, there are punctuation marks.

> I can never guess the weather right. If I wear a warm shirt, the weather's hot. If I wear cool clothes, there's a cold wind. When I don't take my umbrella, it rains. If I take my umbrella, does it rain? Of course not! Then I leave it on the bus! Oh well. We all have our weaknesses. I guess!





Note: Reading aloud is good pronunciation practice. Don't forget to 'pronounce the punctuation'.

- Pauses can change the meaning of what we say. Listen to these pairs of sentences and note the difference in pronunciation.
- a It was cold outside. There was snow on the ground.
- **b** It was cold. Outside, there was snow on the ground.
- a Was that the question he asked?
- b 'Was that the question?' he asked.
- a I got up, quickly got dressed, and went downstairs.
- **b** I got up quickly, got dressed, and went downstairs.

We need to use pauses to give us time to think, and to give the listener time to take in the information. Listen to this address and note that there are pauses where there are line breaks and where there are gaps in the telephone number. Notice also that when the speaker spells her surname and email address, she divides the letters into groups.

Linda Wharton 29 Bolton Road Wigan Lancashire WI16 9FT England

Tel: 090 827 7365

email: linwar@applegroove.com



Note: Practise saying the spelling of your own name. Decide how you will group the letters, if your name is long.

Read this weather forecast aloud, 'pronouncing the punctuation'. Record yourself if you can.

Then listen and compare.

And for Friday, well, another wintry day in all parts of the region. Temperatures near freezing in many places, and along the coast, the wind will make it feel very cold indeed. Inland, some snow on the hills, and there may be fog in the valleys. If you're out and about driving, watch out for those icy roads! And for the weekend? Well, we're not expecting much change, I'm afraid. And that's all from me. Goodnight.



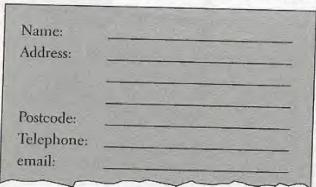
The texts below are really two sentences, but the punctuation is missing. The two sentences are divided before or after the underlined expression. Listen and draw one line / to show where the sentences are divided.

Example They're leaving / soon it'll be quieter.

- 1 There was nothing inside it was empty.
- 2 We walked carefully downstairs it was dark.
- 3 I watched him silently he opened the drawer.
- 4 The rain didn't stop the next day it just carried on.
- 5 The weather was hot at the weekend it was 40 degrees.
- 6 I saw her clearly she was hungry.
- 7 It was cold last night the roads were icy.

Follow up: Read the sentences above aloud, once with the sentence break before the underlined expression, then again with the sentence break after it.

Listen and write the name, address and contact details that you hear.



Follow up: Read out the information you wrote above. Try to put the pauses exactly where they were in the recording you heard. Then listen again and compare.

42.4 Say your own name, address and contact details. Record it if possible.

# A shirt and a tie / a shirt and tie

#### Grouping words

Listen to the underlined phrase in these two sentences. Notice that in the first one, the speaker pauses after the word shirt, so the words are divided into two groups. The line / shows where they are divided. The second phrase is pronounced all as one group.

I bought a shirt / and a rie. He was wearing a shirt and tie.

The speakers group the words differently because the first speaker thinks of the shirt and tie as separate things, and the second speaker thinks of them as things that go together in a group.

C13a Listen to this sentence. Notice that the speaker divides it into groups. In each group, the words are pronounced all joined together like one long word.

I bought a nice new jacket / with a zip down the front / and a lot of pockets.

There is no rule about where to divide words into groups, but it must make sense. If the word groups don't make sense, it is very hard to understand.

C13b Listen to the same sentence again, but this time divided badly. Notice how strange it sounds. I bought a nice new / jacket with a zip down the / front and a lot of pockets. X

Listen to this woman. She is remembering the uniform she had at school. Listen to how she divides her words into groups. This is shown here by the / lines.

> ... I remember / we had this school uniform / and it was like all dark brown / a dark brown skirt and jacket / and a white blouse / and we had to have black shoes / and the skirt had to be below the knees / and we all hated this uniform / so we tried to change it / things like / you know / use a belt to bring the skirt higher / or ehh ... whatever / and we weren't allowed to have earrings / but we wore them anyway / outside the school / and then took them off / when we walked in ...



Note: When you are speaking, you often have to pause to think (or breathe!). Put the pause in the break between two groups of words. If you put the pause in the middle of a group of words, it will make you difficult to understand.

43.1 Look at the two ways of dividing the sentences below. For each pair of sentences, cross out the one where the grouping does not make sense.

#### EXAMPLE

- a I bought a ticket and got / on the train.
- b I bought a ticket / and got on the train.
- 1 a It was a small car / with a red stripe along the side.
  - b It was a small car with a red / stripe along the side.
- 2 a Do you want chicken and chips / or fish and salad?
  - b Do you want chicken / and chips or fish and salad?
- 3 a Derek can wear the most / expensive suit but he never looks smart.
  - b Derek can wear the most expensive suit / but he never looks smart.
- Here are some sentences giving advice on what clothes to take on different kinds of trip. Divide the sentences using a line (/) over *one* of the gaps. Choose the gap which makes the best sense. Then listen and check.

Example A hot place which gets cold in the evenings:

Take shorts \_\_\_\_ and T-shirts \_\_\_ and long trousers \_\_\_ and a sweater for the evenings.

1 A ski resort:

Take your boots ...... and ski suit ...... and a dress ...... and some nice shoes for the evenings.

2 A sunny place which sometimes has rain:

Take a hat \_\_\_\_ and sunglasses \_\_\_\_ and T-shirts \_\_\_\_ and an umbrella in case it rains.

3 A business trip with a weekend off in the middle:

Take a smart suit \_\_\_\_ and a shirt \_\_\_\_ and tie \_\_\_ and some casual clothes for the weekend.

4 A sightseeing holiday with a few days on the beach at the end:

Take your camera \_\_\_\_ and some good walking shoes \_\_\_\_ and a towel \_\_\_\_ and bathing costume for the beach.

43.3 Listen and draw lines (/) showing where the speaker divides the words into groups.



A man wanted to buy his wife a new dress because it was her birthday so he went to a department store and looked around and he was looking for about an hour but he couldn't decide and finally this shop assistant came and asked if he needed help he said he was looking for a dress and the shop assistant asked is it for you sir?



### Showing that you want to continue

Listen to this short conversation. The lines of six dots (:::) means that the speaker is making the word before the dots longer.

A: What did you think of the music?

B: Well, it was::: interesting.

B needs time to think of the best word to describe the music. She makes the word was longer to show A that she is still in the conversation. If she paused for all that time, A might think she was not going to answer.

We often say noises like ehm to keep our speaking turn while we are thinking of what to say or doing something else. In the example below, B says it to keep his speaking turn while he looks at his watch.

A: What's the time?

B: Let's see, it's ehm::: nearly seven.



Note: You can use noises like ehm to 'buy time' when you are speaking English and you need time to think of a word. If you are silent, the other person may think you have finished and start talking.

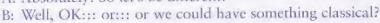
Listen to this conversation. A and B have started a web site and they are thinking of having some music on it. They are trying to decide what kind of music to have. Both speakers use (:::) often to keep their speaking turns. Notice how they keep their voices on the same level when they say the word before the pause (:::) but their voices go down at the end of their speaking turns (shown with a full stop below).

A: Ehm:::, I don't know, I think it's a bit ehm::: sort of::: well, like the music you get in supermarkets or in ehm::: in hotel lifts and places like that.

B: Yeah, I know what you mean, but ehm::: I mean, if we have something stronger like ehm::: well, you know, blues ::: or modern jazz or whatever, well, somebody'll hate it.

A: Yeah right, so::: maybe we shouldn't have any music.

B: Yeah well::: but ehm::: but I think everyone expects it these days. A: Absolutely! So let's be different!







Note: It is very common for speakers to start their speaking turn by agreeing with what the other person said. Look in the conversation above, for example. At the start of their turns, the speakers use expressions like: Yeah, I know what you mean Yeah, right Absolutely Well, OK.

doing a mental calculation checking in a personal diary	looking in a wall looking in a bu	let writing the numbers down siness appointments book	
EXAMPLE A: My phone numb B: Just a moment, s A: No, 8. It's 3786.	so that's::: 0::: 6:::		
B: Ah, OK, 8::: 6.	В	is writing the numbers down.	
1 A: Hi! I have an appointment			
B: Yes, so you must be Mr::: I A: Yeah, that's right.	Mr Gleason? B	is	
2 A: It's just over fifty pounds. B: Right, so that's ehm::: abou	at 70 dollars? B	is annual	
3 A: Let's meet on Thursday. B: Let's see, Thursday::: Thursday, that's fine.		is	
4 A: Can you change this ten for B: I think so, let's see, ehm::: y Here you are.	yeah, sure.	is	
Follow up: Listen and repeat B's lines	s (including the long so	ounds).	
Listen to these sentences. Does the person want to keep the speaking turn (write •••) or has I finished (write •)?			
Example I like all kinds of music really, you know, ehm::: rock and roll •••			
1 I don't really have much time to ehm::: to listen to music			
2 Yeah, I love Brazilian music, people like Gal Costa			
3 She plays quite a lot of instruments, piano, guitar			
4 Dad's really into classical music, you know, specially Mozart			
5 I started the piano when I was, let's see, ehm::: fifteen			
You will hear a girl telling a story. She uses ehm a lot. Write down what she says without the			

# Well, anyway ...

#### Telling a story

Important for listening Two words you will often hear in conversation are anyway and well. Listen to the conversation below. Notice that anyway and well are often said in quite a high-pitched voice.

- A: I nearly got arrested, you know, the other
- B: You what ... arrested? What do you mean?
- A: Well, I'm doing this project on graffiti, you know, at college, and ehm ... so I have to take lots of photos of graffiti and ...
- B: Uh huh.
- A: So anyway, I saw this train with some amazing graffiti on the side, so I went there to ehm ... take a photo of it. The thing is, it was a bit far from the platform ...
- B: So what happened?
- A: Well, I walked along next to the lines, and then these two ehm ... station police came along and said I shouldn't be there, so ehm ... they took me to the office, and then they asked for my ID card, you know, my identity card ...
- B: Mmm?
- A: Well, I didn't have it. I left it at home that day.
- B: Oh no!
- A: Yeah, so anyway, then they didn't know what to do with me, so ehm ... I said, 'Look, I'll leave my camera here and I go home to get my ID card! In the end, they agreed, so I did that, and they ehm ... wrote my ID number, and then just let me go ...



In the conversation above, A uses anyway to show that she is moving on to the next part of the story. In this context, it is usually pronounced in a high voice. Notice that before the word anyway, the speaker is not moving the story on, she is just giving some background information. Anyway shows she is returning to the story.

In the conversation above, A uses well to show that she is responding to B's questions. In this context, it is usually pronounced in a high voice.

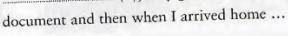
Important for listening

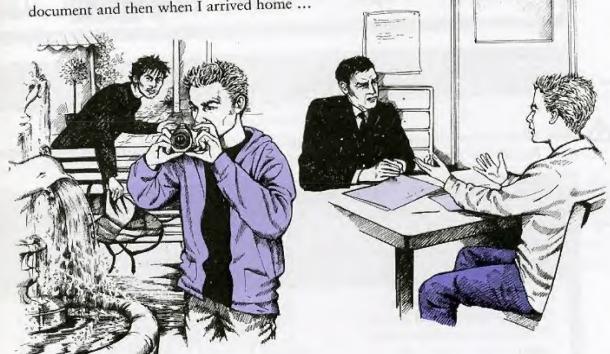
In the conversation above, notice that the listener, B, is not silent. He asks questions. He also encourages A to continue by making noises like uh huh and mmm. Listen again, and notice that he makes these noises in a low-pitched voice. He does this to show that he does not want to speak, he wants A to continue speaking.

Listen and answer the questions. Listen for the word anyway, because the important information 45.1 comes after it. Before it, the speaker is just giving background information. C23

EXAMPLE What did the speaker see on	the way home from work?	He saw an accident.	
			14101

- 1 What happened to Katy the other day?
- 2 What did the old man do in the bar?
- 3 What is the good news about Clara?
- Fill the gaps with the words well or anyway. Then listen and check. 45.2
  - A: I wonder what happens if you lose your passport. (C24)
    - B: I lost mine once.
    - A: So what happened?
    - B: \_\_\_\_\_ (1), I was abroad, just travelling around, you know, and \_\_\_\_\_ (2), somebody stole my bag on the last day.
    - A: So what did you do?
    - B: \_\_\_\_\_(3), I reported it to the police, which took absolutely ages - so many forms to fill in, and (4), they gave me a special travel





Follow up: Listen to the conversation again and say B's lines.

# 46

## I mean, it's sort of like ...

### Understanding small talk

A C25

important for listening Listen to this conversation. Note that the expressions in black do not really have any meaning; you could easily understand the text without them.

Notice that the speakers say them very fast, often in a low voice: they are 'throw away' words, i.e. you could throw them away and the meaning wouldn't change.

- A: Ugh! This coffee is really horrible!
- B: Yeah, I know. Machine coffee, I mean, why do we drink the stuff?
- A: It's sort of like ... someone puts the contents of an ashtray in water and ehm ... like, heats it up or something, you know ...
- B: Yeah, that's what it tastes like, ... and ... I mean, have you tried the ehm ... the tea?
- A: Oh yeah, the tea! That's even worse!
- B: I mean the plastic cups don't help, do they?
- A: No, I know, ... plastic cups! ... We like even had champagne in plastic cups, you know, at what's-her-name's leaving party ...



В

Important for listening Different people often have their own favourite 'throw away' words. For example, in the conversation above, A says *like* and *you know* a lot and B says *l mean* a lot.



Note: When you are listening, you don't need to understand every word. Often, the things people say really fast are just 'throw away' words, and you can ignore them.

Ċ



Important for listening The same expressions which people use as 'throw away' words do have meaning in other contexts. In all the sentences on the left below, the expressions in black have meaning. In the sentences on the right, they are 'throw away' words.

Listen and notice the difference in pronunciation: the 'throw away' words are said faster and in a low voice.

Tell me everything you know.
'Blue Mountain' is a kind of coffee.
We like to go away at weekends.
I mean the one on the right.

She tells me everything, you know.
'Blue Mountain' coffee is kind of nice.
We like go to the beach or whatever.
I mean, what's the point of buying one shoe?!

5 They're *like* wild animals 6 This is *like* Arctic weather

(7)	away' words. Write what the person says, but miss out the 'throw away' words.
	moustache beard
2	You will hear four people speaking. What are their favourite 'throw away' words? Write them after
28	the name.
	Speaker 1: Frank I mean
	Speaker 2: Debbie
	Speaker 3: Kimberly
	Speaker 4: Greg
3	Underline the 'throw away' words in this text. There are nine more expressions to underline.
	We don't <u>like</u> have coffee breaks, I mean we just like get a coffee or tea and sort of like take it back to our desks, you know, but it's kind of dangerous 'cause, I mean, people sometimes like knock the drink over the computer, you know.
	Follow up: Read the text aloud, saying the underlined expressions fast and in a low voice.  Record yourself if possible.
4	Listen to these sentences. Is the expression in <i>italics</i> 'throw away' (said fast and in a low voice) o not? If it is 'throw away', underline it. Note that the punctuation is not written, so you must dec from the pronunciation.
	1 I don't think these are the men you know
	2 I've taught you everything you know
	3 Do you know the place <i>I mean</i> it's just over there 4 She's not the one <i>I mean</i> she's too tall

101

### Right, OK ... Understanding instructions

C30

Important for listening

When listening to instructions, listen for the signals right, now and OK, which tell you that you are moving on to the next step. In the conversation below, B is giving A instructions on how to do something on a computer. B uses the words right, now and OK to signal that she is starting a new step in the instructions. Listen and notice that these words (in black below) are said in an emphatic voice.

- A: How do you copy bits of text off a document?
- B: Right, well first you have to ehm ... select the bit of text you want, you know, just click and drag with the mouse ...
- A: Oh, so it's just click and drag?
- B: Yeah, and the bit of text comes up in a different colour, yeah?
- A: Uh huh, a different colour ...
- B: Now, click 'Edit' and choose 'Copy' ...

A: Edit ... Copy ... OK ...

B: OK, and finally, open your document and click 'Paste'.



C31 important or listening

The words right, now and OK are used in other contexts, apart from as a signal to the next step. In these other contexts, they are often not pronounced so strongly. Listen and compare the difference.

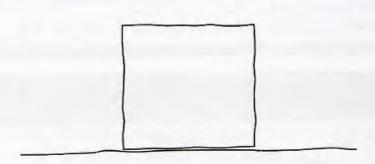
Close the box ... that's right. Right, now you can close the whole program. I think we're on line now. Now, type the address in the box at the top. Now look at the whole page and see if it looks OK. OK, now you can print!

Important for listening Listen again to this line from the conversation in A. Notice that the speaker pronounces Oh in a high voice.

Open document ... Paste ... Oh, I see.

The speaker uses the word Oh to signal that he has learnt something new.

Listen to the instructions and complete this picture. First you will hear instructions to draw the line and square below. Then you will hear more details to add.



47.2 Listen to the instructions for 47.1 again and write a number each time you hear one of the words right, now, OK. Write the numbers at the start of each line below. Then write the instruction after each number.

	Take a piece of paper and a pen.
2	Oraw a line across the page.

Follow up: Give the instructions, but don't say the numbers, say *right*, *now* or *OK* instead. Record yourself if possible.

Listen to these instructions. Is the expression in *italics* a signal to a new step in the instructions (said in a high voice) or not? If it *is* a signal, <u>underline</u> it. Note that the punctuation is not written, so you must decide from the pronunciation.

Example Click on that icon now the program is opening right now start a new document

- 1 Check that everything looks right and then send it
- 2 Click here so you get a new page OK and now write the title at the top
- 3 Make sure you save that OK and now close the program
- 4 You will see the icon on the right of your screen
- 5 Open the program right and now start a new document
- 6 I think it's ready now you can switch it on

48

## 'Like father like son' as they say Quoting speech

A

Important for listening Listen to two people having a conversation about a neighbour's son. Notice how they pronounce the quote marks (' ').

- A: I said to Terry, I said, 'Can you open the door for me?' and he says, 'Open it yourself!'
  Can you believe it!
- B: I know. That boy's so rude! I said to his father, I said, 'You should do something about that boy,' and do you know what he said to me? He said, 'It's none of your business.'
- A: Oh, he's just as bad as Terry. 'Like father like son' as they say!

B Important

for listening

The speakers show the quotes by putting a short pause before and after. Also, their voice is higher on the quotes. Listen to recording C34 again.

'Can you open the door for me?' 'Open it yourself!'
I said,
and he says,
Like father like son'
as they say.

C



Listen and compare these lines. Notice how you can hear the quote marks (' ').

Important for listening

Do you know what he said to me? 'Do you know what?' he said to me.

I said to his father, 'I said you should do something.'

I said to his father, I said, 'You should do something.'

D



Important for listening Listen to this story. Notice that we may pronounce quote marks for written words or thoughts, not just speech.



48.1 Listen. Which do you hear first and which second? Write 1 or 2 after each sentence.

C37

EXAMPLE a 'You're an idiot, that's what,' she said. 2

b 'You're an idiot', that's what she said. \_\_\_\_

1 a What she said was good. ......

b What she said was 'Good!' .....

2 a He said, 'Linda was married.'

b He said Linda was married.

3 a That's the thing she said.

b 'That's the thing,' she said. .....

4 a He wrote a letter to the president.

b He wrote 'A letter to the president'. .....

5 a I don't know what I thought. ......

b 'I don't know what,' I thought. .....

6 a She says, 'What she thinks is right.'

b She says what she thinks is right.

7 a 'Who?' wrote Julius Caesar. .....

b Who wrote Julius Caesar? ......

8 a Who said 'Martin'? ......

b 'Who?' said Martin.

Follow up: Record yourself saying one of the sentences, a or b, for each number. Make a note of which one you chose. Then listen to your recording again in about two weeks and try to do this exercise with it.

This speaker is telling some gossip. Put the quote marks ('') in the text. (Don't worry about other punctuation or capitals.) Then listen and check your answers. Then try saying it yourself.

So I say to Claire 'where's David, Claire?' and she says oh, he's staying at home to do his homework, and of course I thought oh no he's not! because I saw him, you see, going into the café with Lorraine and I said hi David! and he went completely red, and Lorraine said we're doing a school project together, and I thought oh yes, I know what kind of project that is!



## He will win Introduction to emphatic stress

Short sentences have a typical sentence stress, or rhythm. (See Unit 23.) For example:

He won't win! oOO (The sentence has three syllables, and there is stress on the second and third.)

He'll win! oO (The sentence has two syllables and there is stress on the second.)

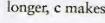
But in conversation, speakers can choose to put the stress in any place. This is like underlining words in writing: we do this to put emphasis on words. Here are the same two examples from A again, but this time they are in the context of a short conversation. Notice the way the speakers 'underline' some words.

A: He'll win, you know.

B: He won't win!

A: He will win!

In this example, the speakers do not agree with each other. B 'underlines' won't to show that he is saying the opposite of what A said. Then A 'underlines' will for the same reason. Note that the written form also changes, from 'll to will.



To 'underline' a word, a speaker does one or more of these things: a makes it louder, b makes it longer, c makes it higher. Listen to this conversation. It shows the 'underlining' very clearly.

A: He won't win.

B: Who won't?

A: He won't.

B: He will win.

A: He won't win.

B: He will!

A: He won't!

B: I hope he wins.

A: I hope he loses.

B: He won't lose.

A: He will lose.

B: You're wrong!

A: You're wrong!

B: He's won!

A: Who's won?

B: He's won!

A: Oh no!

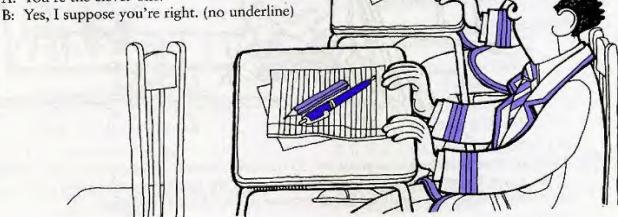


We emphasise words for example when we want to make a contrast with what the other person says, or correct some wrong information. (Units 50 to 53 give more detail on this.)

Write three different ways to disagree with each of A's sentences, and underline the words you 49.1 would put emphasis on. Then listen, check and repeat. (C40)

B: No, I'll win/ (opposite subject) EXAMPLE B: You won't win/ (negative) A: I'll win. B: No, you'll lose! (word with opposite meaning) B: No, \_\_\_\_\_ (opposite subject) A: I finished first. B: No, you didn't \_\_\_\_\_ (negative) B: No, you \_\_\_\_\_ (word with opposite meaning) B: No, \_\_\_\_ (opposite subject) 2 B: I'm (negative) A: You're stupid! B: No, I'm \_\_\_\_\_ (word with opposite meaning)

- Read this conversation. Guess which words the speakers will 'underline' for emphasis and underline 49.2 them in the text. You are told which lines have no underlining. Then listen and check.
  - A: I won't pass. (no underline)
  - B: You will pass.
  - A: You'll pass.
  - B: I don't know. (no underline)
  - A: You won't fail.
  - B: I might fail.
  - A: I will fail.
  - B: The exam's not hard. (no underline)
  - A: It's very hard.
  - B: But not too hard.
  - A: Too hard for me.
  - B: But you're very clever! (no underline)
  - A: You're the clever one.



Follow up: Listen to the conversation again and repeat B's lines. Remember to 'pronounce the underlining'.

## Schwartz ... Pedro Schwartz **Emphasising added details**

Listen to the way the speaker 'underlines' certain words in this text.

My name's Schwartz ... Pedro Schwartz.

I'm from Chile ... the South of Chile.

I live in Puerto Montt ... well, near Puerto Montt.

Actually, I live on an island ... an island called Chiloé.

My grandparents were German ... well, Swiss-German, in fact.

In the first line, both phrases contain the name Schwartz. In the first phrase, the speaker 'underlines' this word because it is new information. But in the second phrase, he doesn't, because now it is old information. The new information in the second phrase is Pedro, so the speaker 'underlines' this.

OLD

My name's Schwartz ... Pedro Schwartz.

NEW

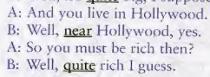
There is a similar pattern in each of the other examples above.

Above, the same speaker gives information and then adds new details. But in a conversation, one speaker can give information and the other can add new details. In both cases, the speaker 'underlines' the added detail. Listen to this example.

A: I hear you've got a boat.

B: A small boat, yes.

A: And a big house.





Listen to these two short conversations. A's question shows that she doesn't know anything about where B comes from. C's question shows that she knows he comes from India, so when B says South India, he 'underlines' South because this is added information.

- A: Where are you from?
- B: South India.
- C: Which part of India are you from?
- B: South India.

50.1 Use the words from the box to add details to the sentences below. <u>Underline</u> the added detail. Say your sentences out loud.

car	plastic	James	French	very	central	
Example It's a radio.	as	car radio				
1 It's cold			4	It's in Asia	***	THE BEST STATES OF THE STATES
2 It's a bag	•••	131513131414144-14141414141414141	5	He's a com	poser	
3 My name	's Bond	ere				

50.2 Listen and underline the words which B 'underlines' with her voice.

- C45
- A: It's very quiet.
- B: Too quiet.
- A: I think something's wrong.
- B: Very wrong.
- A: I don't like it.
- B: I don't like it at all.
- A: Let's get out of here.
- B: Let's get out fast!



Follow up: Listen again and repeat B's lines.

50.3

The answers to the pairs of questions a and b below are the same, but the speaker puts stress on a different word in each answer. For example, in the answer to Example a, the speaker puts stress on the word 'Vettori' but in b, she puts stress on the word 'Clara'. Read the other questions and <u>underline</u> the words the speaker will put stress on. Then listen and check.

- Example a What's your name? Clara Vettori.
- 1 a Do you live in Milan? Near Milan, yes.
- 2 a What do you do? I'm a graphic designer.
- 3 a Do you have your own home? Yes, a very nice flat.
- 4 a What do you do in the evenings? Well, I'm learning French.
- 5 a Do you know London? Yes, I lived there for a year.
- 6 a Do you have any brothers or sisters? Yes, two brothers.
- 7 a What kind of music do you like? I like jazz and classical.

- b What's your full name, Ms Vettori? Clara Vettori.
- 1 b Do you live near Milan? Near Milan, yes.
- 2 b What kind of designer are you? I'm a graphic designer.
- 3 b Do you have a nice flat? Yes, a very nice flat.
- 4 b Do you speak French? Well, I'm learning French.
- 5 b You lived in London, didn't you? Yes, I lived there for a year.
- 6 b You have some brothers, don't you? Yes, two brothers.
- 7 b Which do you prefer, jazz or classical? I like jazz and classical.

Follow up: Play the recording again and repeat the answers.

## 51

## I think you're in my seat Emphasising important words

A Listen to this conversation. Notice that the speakers 'underline' the words which are most important in their argument.

A: Excuse me, I think you're in my sear.

B: Sorry, but it says 7A on my boarding card.

A: Oh, er ... right ... I asked for a window seat, you see ...

B: Yeah, so did I. What's your seat number?

A: Let's see ... Oh, it's 8A.

B: So I guess you're in the seat behind me.

A: Oh yes. Sorry about that.

B C48

Listen to this conversation. Notice how the speaker 'underlines' a different word in her second request. In the first request, what is important is *what* the passenger must do. In the second request, it is *when* he should do it.

A: I'm sorry, but you must switch that off, sir.

B: OK, just a minute.

A: Switch it off now, please!



C

Sentence

The word which is more important depends on the context. Listen to these sentences. Notice that the speaker 'underlines' different words in the different contexts.

Could I have a glass of water too, please?

Could I have a glass of water too, please?

You have to check in at five.

You have to check in at five.

#### Context

A passenger asked the stewardess for a tomato juice and wants water too.

A passenger asked for water and now the next passenger is asking for the same.

A travel agent is telling a customer the check-in time.

You are talking to your friend who is worried because she thinks her flight is at five and she could miss it.

In each of these conversations, A has to repeat the request, but 'underlining' a different word. 51.1 Which word? Underline one word in the third line of each conversation. Then listen and check.



EXAMPLE A: Can I have a donut?

B: What do we say, Benny?

A: Can I have a donut, please?

1 A: A black coffee, please.

B: Sorry, do you want milk with your coffee?

A: No, a black coffee please.

2 A: What's your nationality?

B: Well, my wife's an American citizen.

A: Yes, but what's your nationality, sir?

3 A: What time is it?

B: Well, the clocks changed last night ...

A: So what time is it then?



Follow up: Listen again and repeat A's lines.

(C51)	The sentences in the contexts a and b below are the same, but with different pronunciation. You will hear each sentence twice, once for context a and once for context b. Listen and decide which you hear first, context a or context b. Write 1 and 2 in the boxes.
	EXAMPLE

a	I think that's my bag. 2 She's not completely sure that it's her ba
1	a Is that your phone? He can hear an electronic sound from someone's pocket.
2	a Is your seat 29 F? She is not sure she heard the number correctly.
3	a Is there a bank in this terminal?

He knows there is a bank in the other terminal but not if there is one in this terminal.

4 a Where's the women's toilet? She is looking for the toilet.

0	I think that's my bag.	1		
	Another person is pick	ting up	her	bag.

1 b Is that your phone? He can see somebody's mobile phone on the seat.

2 b Is your seat 29 E? She is not sure she heard the letter correctly.

3 b Is there a bank in this terminal? He is looking for a bank.

4 b Where's the women's toilet? She can see the men's toilet, but not the women's.

Follow up: Record yourself saying the sentence for context a or b. Make a note of which one you choose. Then use your recording to do the exercise again in about two weeks.

# Chips or salad? Emphasising contrasting alternatives

When we present alternatives, we 'underline' the contrast between them. Listen to this example. Notice the way the speaker 'underlines' the alternatives.

A: I'd like a hamburger, please.

B: Do you want a super burger or a regular burger?

A: What's the difference?

B: Well, the super comes with chips and the regular comes without chips.

The same sentence can be pronounced differently, depending on the sentence that came before it. Listen to these examples. Notice how B 'underlines' in a different place depending on what A said.

A: You can pay by credit card.

B: I haven't got a credit card.

A: Why are you paying in cash?

B: I haven't got a credit card.

A: Shall we sit inside or outside?

B: Let's sit outside.

A: Where shall we sit?

B: Let's sit outside.



Note: In the second example above, it is not a different word which is underlined; it is a different part of the same word outside.

C54) The word we choose to 'underline' can change the meaning of our sentence. Listen to these sentences pronounced in two different ways and see the different meanings in the pictures.

Do you want the hamburger with chips, or salad?





Do you want the hamburger with chips or salad?





Would you like chicken with vegetables, or Russian salad?





Would you like chicken with vegetables or Russian salad?







Note: In writing, the pause may be indicated by a comma.

Read the short conversations. Which words do you think B will 'underline'? Underline them in the 52.1 C55 texts below. Then listen and check. 1 A: I'd like a salad, please. B: A mixed salad or a Greek salad? A: What's the difference? B: Well, a mixed salad has tuna and a Greek salad has cheese. 2 A: I'd like to stay two nights, please. B: Do you want full board or half board? A: What's the difference? B: Full board includes all meals and half board includes just breakfast and dinner. 3 A: We'd like a room for two, please. B: Would you like a standard or deluxe? A: What's the difference? B: Standard has a mountain view and deluxe has a sea view. Follow up: Play the recording again and repeat B's lines. 52.2 Listen. You will hear only the answers. Which do you hear first, a or b? Write 1 and 2 in the boxes. EXAMPLE a - Would you like a starter? b - What kind of salad would you like? - I'll have a mixed salad, please. - I'll have a mixed salad, please. 2 1 a - What time do you close? 1 b - A table for two please. - We're closing now, sorry. We're closing now, sorry. 2 a – Would you like anything to drink? 2 b - Would you like red or white? - I'd like red wine, please. - I'd like <u>red</u> wine, please. Listen. Which choice is the waiter offering first: picture a or b? Write a - b or b - a. 52.3 (C57) 1 Would you like peaches or strawberries with cream? a 2 Would you like tea with lemon or milk? b







# Fifty? No, fifteen! Emphasising corrections

When we hear an error and we correct it, we 'underline' the correct information.

Listen to this conversation. Notice how Sid 'underlines' the words which Joe has heard incorrectly.

SID: Let's meet up tonight. IOE: OK. When and where?

SID: How about the Blues Café?

JOE: The Mews Café? Don't like that place ...

SID: No, the Blues Café. In Rawton Street.

JOE: Where's Lawton Street?

SiD: Not Lawton Street, Rawton Street, you know ...

JOE: Ah yes, OK. What time? SID: How about nine fifteen.

JOE: Five fifteen? That's too early.

SID: No, nine fifteen. What's wrong with your ears today?!



If only a part of a word or phrase is not heard correctly, we 'underline' only that part when we correct. Listen to these examples.

A: My nephew's fifteen.

B: Thirteen?

A: No, fifteen!

A: You must be more careful!

B: Careless?

A: No, careful!

A: Her room is really untidy.

B: Tidy?

A: No, untidy!

A: I saw a blackbird in the garden.

B: A blackboard?

A: No, a blackbird!

A: The Amazon's the longest river in the world.

B: Oh, I thought the Nile was the longest river.

In the first four examples you heard, the mistake was that B did not hear correctly. But we can also use extra stress when correcting other kinds of mistakes, for example, if the information is wrong, as in the last example you heard.

Read this phone conversation. Notice the words which are 'underlined' by A and decide whether B says phrase a or phrase b. Circle the correct answer. Then listen and check.

A: Hello Joe, I'm coming to visit next month.

Example B: You're coming a this month?) b next week?

A: No, next month. Can you meet me? I'll be on the evening plane.

1 B: On the a morning plane? b evening train?

A: No no. On the evening plane. On Sunday the third.

2 B: On a Sunday the first? b Monday the third?

A: No no, Sunday the third. At nine fifteen.

3 B: At a five fifteen? b nine fifty?

A: No no, nine fifteen. You'll know it's me. I'll have a blue jacket.

4 B: A a new jacket? b blue packet?

A: No no, a blue jacket. See you there. Bye.



Follow up: Record yourself saying A's lines and use your recording to do the exercise again in about two weeks.

Read these short conversations. Which syllable do you think the speaker will stress in the third line?

Underline it.

EXAMPLE A: I disagree with you.

B: You agree?

A: No, I disagree!

1 A: He's in the bathroom.

B: In the bedroom?

A: No, the bathroom!

2 A: My father's retired.

B: Why is he tired?

A: No, he's retired!

3 A: I bought a bookshelf.

B: A bookshop?

A: No, a bookshelf!

- 4 A: But that's impossible!
  - B: You think it's possible?
  - A: No, I said impossible!

5 A: The kitchen's downstairs.

B: Upstairs?

A: No, downstairs!

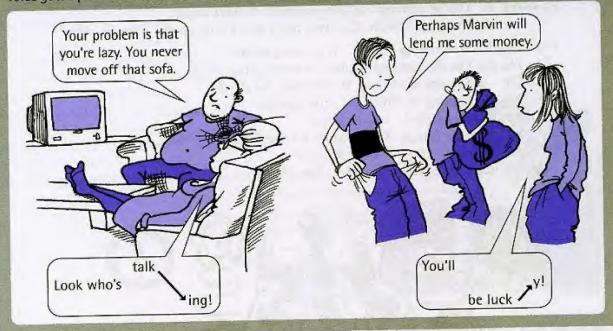


Follow up: Listen. You will hear the first two lines and then a pause before the third line. Say the third line with the stress you underlined. Then listen and check if you were right.

## Look who's talking!

### Introducing tones

Important for listening Some idiomatic expressions have a fixed melody, or tone, in English. For example, in Look who's talking, the voice goes down at the end. The syllable talk- is higher than the syllable -ing. In You'll be lucky, the voice goes up at the end. The syllable luck- is lower than the syllable -y. Listen,



C63

Important for listening But normally we can choose to make our voice go up or down at the end. For example, in the conversation below, Sid says 'bear' with his voice going down. Joe repeats the word with his voice going up. Listen and notice the way their voices go up or down at the end.



Listen again and say Joe's lines.

Note: The choice of tone (voice going up or down) has meaning. We will look at the meaning in Units 55 to 60.

Note: The meanings of the idiomatic expressions in this unit are explained in the Answer Key on page 186.

Listen to these short conversations. All of the replies are idiomatic expressions. Listen.

Does the voice go up or down on the last word? Draw a line in the box: or some or



Follow up: Listen again and repeat.

The responses to the pairs of sentences a and b below are the same, but the speaker uses a different tone. For example, in the response to Example a, the voice goes down, but in the response to Example b, the voice goes up. Listen and draw a line in the box to show if the voice goes up or down.

EXAMPLE  a Let's go away for the weekend. b Let's go to Llantisiliogogogoch.	- Where?
1 a I know who stole your glasses. b It was Mickey Mumpkin.	- Who?
<ul><li>2 a I've got some bad news for you.</li><li>b I'm afraid your house has burnt down.</li></ul>	– What? – What!
3 a Excuse me, can you help us? b Can you take a photo of us with this camera?	– Yes? – Yes.
<ul><li>4 a We're going for a picnic if you want to come.</li><li>b At midnight tonight.</li></ul>	- When?

54.3 You will hear just the responses from 54.2. Listen and decide if it is the response to a or b.

C66 EXAMPLE b 1 \_\_ 2 \_\_ 3 \_\_ 4 \_\_

## Here? Yes, here! Asking and checking tones

Important for listening

Questions can be pronounced with the voice going up at the end or going down at the end. You can hear the difference in this conversation. Two people are fixing a place to meet. Listen to the way A pronounces his three questions.

- A: Where? (A's voice goes down at the end.)
- B: Here.
- A: Where? (A's voice goes up at the end.)
- B: Here.
- A: Here? (A's voice goes up at the end.)
- B: Yes, here.

A's first question is an 'open' question. The answer could be any place; he has no idea. A's questions 2 and 3 are 'check' questions. He thinks he knows the answer and he just wants to check. The voice usually goes down at the end of 'open' questions and up at the end of 'check' questions.

Important for listening Here is another example. A is asking directions to B's house. Notice how both of them use 'check' questions (in black) to make sure they understand each other. Listen.



- B: Oh, I think I know where you are ... Can you see a bridge?
- B: OK, well go across the bridge and turn right.
- A: Turn right?
- B: Uh huh. Now, can you see some trees on the left?
- B: Turn left after the trees.
- A: What, in front of the bar?
- B: Yes, in front of the bar. You'll see my house on the left.
- A: It's opposite the farm?
- B: That's it. Well done, you're here!



Note: In the sentence It's opposite the farm? we know the speaker is asking a question from the context. Also, the voice going up at the end makes it sound like a question.

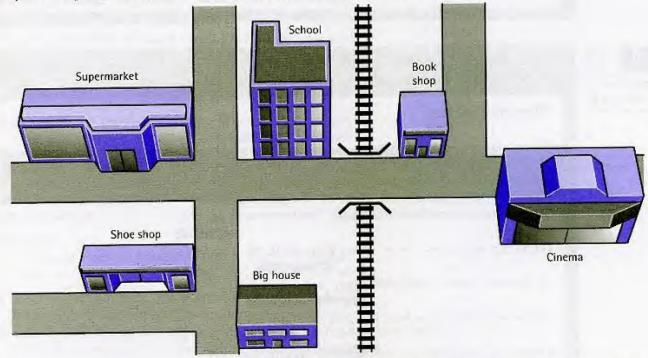
Read these short conversations and tick (1) the questions. Then listen and check. 55.1



- 1 A: When?
  - B: Tomorrow.
  - A: When?
  - B: Tomorrow.
  - A: Tomorrow?
  - B: Yes, tomorrow.
- 2 A: Which way?
  - B: Left.
  - A: What?
  - B: Left.
  - A: In front of the shop?
  - B: Yes.

Follow up: Listen and repeat A's lines.

Listen. You will hear one half of a conversation on a mobile phone. You can tell which way the 55.2 speaker is going from the check questions. Draw the route on the map.



Listen to the phrases or sentences. Do they sound like questions? Write (?) after the questions and (.) 55.3 after the ones that are not questions.



#### EXAMPLE

Go straight across (.)

- 1 Right at the lights ( )
- 2 Next to the supermarket ( )
- 3 It's this one ( )
- 4 It's opposite the school ( )

- 5 It's a long way ( )
- 6 Under the bridge ( )
- 7 Take the next left ( )

## 56

# Where were you born? Tones in asking for information

A C72 Important for listening

We pronounce an 'open' question differently from a 'check' question. An 'open' question is where we ask for information we didn't have before, and the voice usually goes down at the end. A 'check' question is where we make sure that the information we have is correct. The voice usually goes up at the end. Listen to the examples in this conversation.

- A: What's your name?
- B: Sonia.
- A: And where were you born?
- B: Surinam.
- A: Is that in South America?
- B: Yes, that's right.
- A: And how long have you lived here?
- B: Five years.
- A: I see. Are you married?
- B: No, I'm not.
- A: And what do you do?
- B: I'm a boxer.
- A: You're a boxer?



B C73

Important for listening Listen to A's second question in recording C72 again. The voice starts going down in the last word only, because this is the word the speaker is emphasising, or 'underlining'.

Where were you born?



But we may 'underline' any of the words (see Units 49 to 53). Listen. Notice that the voice movement begins at the word with the underlining and continues to the end.

So your parents were born in Uruguay. And where were you born?

Oh, so you weren't born here? Where were you born?

So you were born in 1969? And where were you born?

I know your parents live here, but were they born here?

I know you were born here, but were your parents born here?

My mother and father were born here. Were your parents born here?



Note: In check questions the voice sometimes goes down before it goes up at the end. This is shown in the lines in the boxes.

56.1 Listen to the questions below. Are they open or check? Draw a down or an up line in the boxes.

(C74)

EXAMPLE

Are you a student?

- 1 Have you been to America? 2 What do you study?
- 3 What time is it?
- 4 Are you over eighteen?

5 Can you drive?

dosed tomorrow

6 Where's he going?

7 Do you like it?

56.2 C75

Listen. After each sentence below, there is a question. Which word in the question does the speaker 'underline' with his voice? Underline the word. Then draw the voice movement line, starting in the box below the underlined word. The voice goes down in all of them.

#### EXAMPLE

I'm from Canada. Where are you from?

1 So you're from Cuba. Where in Cuba?

2 From Havana? Interesting. And what's your name?

3 So you don't live in Cuba now? Where do you live?

4 You're a student? What do you study?

5 So you won't finish this year? When will you finish?

Follow up: Listen again and repeat.

56.3 Look at the questions in black below. Underline the word you think the speaker will emphasise. Then listen and check.

#### EXAMPLE

a So your sister's a teacher? Where does she work?

b Oh, so she doesn't work here? Where does she work?

1 a So you're married? Do you have any children?

b I have two daughters. Do you have any children?

2 a So French is your second language? What's your first language?

b My first language is Urdu. What's your first language?

3 a So you work Mondays to Saturdays? What do you do on Sundays?

b So your favourite day is Sunday? What do you do on Sundays?

4 a I know how he did it, but ... why did he do it?

b She was going to do it, so ... why did he do it?

5 a My glasses aren't here, so ... where are my glasses?

b Here are your glasses, but ... where are my glasses?

## 57

## We're closed tomorrow

## Tones in new and old information

A (C7

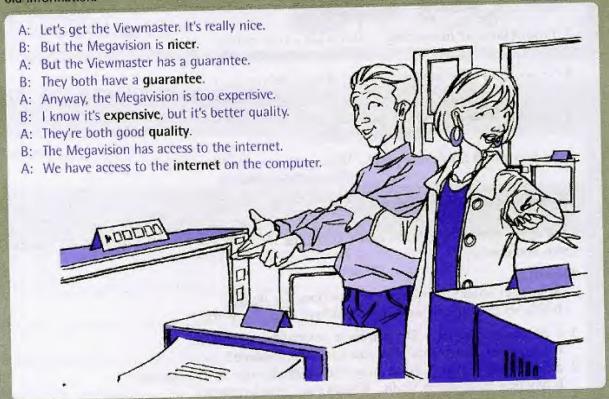
important for listening In conversation, we often refer back to something we said before. This is 'old' information, and the voice normally goes up at the end. We also tell the listener things we haven't mentioned before. This is 'new' information, and the voice normally goes down at the end.

Listen. In conversation 1 below, the voice goes up at the end, because the last word 'tomorrow' has already been mentioned. In conversation 2, the voice goes down, because the last word 'tomorrow' has not been mentioned.

- 1 A: I'll come in tomorrow.
  - B: We're closed tomorrow.
- 2 A: When are you closed?
  - B: We're closed tomorrow.



Listen to this example. They are talking about buying a television. Notice how the voice goes up on the words in black. This is because these are words which have been mentioned before, so they are old information.



В

Important for listening When we are referring to something before in the conversation, we don't have to repeat exactly the same words. In this conversation, the voice goes up on 'from there' because in this context it means 'Cairo', so it is something which has been mentioned before.

- A: I'm from Cairo.
- B: Really? My wife's from there.

Read the short conversations. Do you think the voice goes up or down at the end? 57.1 Draw lines in the boxes. Then listen, check and repeat.

#### EXAMPLES

- A: This one's nice.
- B: I know it's nice, but it's expensive.



- 1 A: This one's slow.
  - B: I know it's slow, but it's strong.



- 2 A: This one's ugly.
  - B: I know it's ugly, but it's comfortable.



A: This one's big.

B: I know it's big, but the other one's bigger.



- 3 A: This one's good.
  - B: I know it's good, but the other one's better.



- 4 A: This one's fast.
  - B: I know it's fast, but it's dangerous.



The responses to the pairs of sentences a and b below are the same, but the speaker uses a different 57.2 tone in each response. For example, in the response to Example a, the voice goes up at the end of (C80) the sentence, but in the response to Example b, the voice goes down. Draw lines to show if you think the voice will go up or down. Then listen and check.

#### EXAMPLE

- a The train's cheap.
  - The bus was cheaper. 📈
- 1 a Was the movie good?
  - The book was better.
- 2 a What time's lunch?
  - Lunch is at two.
- 3 a I'd like a leather one.
  - They're all leather.
- 4 a Let's go tomorrow.
  - It's closed tomorrow.
- 5 a Where's menswear?
  - Menswear is upstairs.
- 6 a The fish is expensive.
  - The steak's more expensive.
- 7 a What happens if one of them breaks?
  - They all have a guarantee.

- b Why did you take the bus?
  - The bus was cheaper. 📉
- 1 b Why did you read the book?
  - The book was better.
- 2 b Let's go swimming at two.
  - Lunch is at two.
- 3 b Why are they so expensive?
  - They're all leather.
- 4 b When is it closed?
  - It's closed tomorrow.
- 5 b What's upstairs?
  - Menswear is upstairs.
- 6 b Why didn't you have steak?
  - The steak's more expensive.
- 7 b This one has a guarantee. - They all have a guarantee.

## 58

## Oh, really?

## Continuing or finishing tones

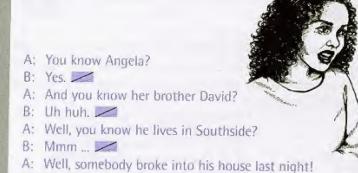
Important for listening When we are telling someone a piece of news, we often check that they know the background to the story first. When we do this, the voice goes up at the end. Then, when we finally tell the news, the voice goes down at the end. This shows that we have finished the story.

Listen and compare A's first question in these two conversations. In 1, he is checking that B knows about Max's grandfather's death, so the voice goes up. In 2, he is telling B the news that Max's grandfather died, so the voice goes down.

- 1 A: You know Max's grandfather died?
  - B: Yes.
  - A: Well, he's left all his money to charity.
- 2 A: You know Max's grandfather died?
  - B: Oh.
  - A: Yeah, terrible, isn't it?

Important for listening

Listeners also signal if they expect the story to continue or not. In conversation 1 above, B's voice goes up at the end when she says Yes. This shows that she expects A to continue. In conversation 2, B's voice goes down at the end when she says Oh. This shows that she knows A has finished telling her the news. There are more examples in the conversation below. Listen,





Note: In B's last line, her voice goes down, but it starts from very high. This shows that she did not expect this news; she is surprised.



If we are saying a list of things, our voice goes down at the end of the last thing to show we have finished. On the other things, the voice goes up to show the list is *not* finished. Listen to the continuation of the conversation from B above, and notice A's pronunciation of the list of things stolen.

- B: Did they steal anything?
- A: Yes, they took his computer, television, video, CD player and all his CDs.
- B: Oh, that's terrible!

B: Oh, really!?

58.1 Listen to these sentences. If they are said as news ( ), write *Oh*. If they are said as check questions ( ), write *Yes*.

EXAMPLES You know Bradford won? Oh
You know Sylvia's had a baby? Yes

- 1 You know I'm a photographer? \_\_\_\_\_ 4 You know he broke his arm? \_\_\_\_\_
- 2 You know Danny's got flu? 5 You know the war's finished?
- 3 You know she's gone? \_\_\_\_\_ 6 You know the meeting is cancelled? \_\_\_\_\_

You will hear a story. The speaker on the recording will ask questions to check that you know some background information, which is in the text below. Say *Yes*, *Uh huh* or *Mmm* ... with your voice going up at the end. Then, when finally you hear the news, respond with one of these sentences:

How fantastic! That's great! Oh, that's terrible! Brilliant!

### Background information

You and the speaker on the recording have a friend called Colin. Colin has a sister called Linda. Linda is an actress in the movies. She was making a movie in Australia recently.



Read these conversations. Write (!) after *really* if you think B would be surprised at A's news, and just write (.) if you think B would not be surprised. Then listen and check. You know if B is surprised because the voice starts very high.

#### EXAMPLE

- A: There's a lot of water in the sea.
- B: Oh, really ......
- 1 A: My husband is an astronaut.
  - B: Oh, really
- 2 A: My bike has two wheels.
  - B: Oh, really .....

- 3 A: My grandmother is 130.
  - B: Oh, really
- 4 A: There's a programme on TV tonight.
  - B: Oh, really .....
- 58.4 What did you do yesterday? Answer this question by giving a list of your actions. Make sure your voice goes up at the end of each action until the last one, then your voice goes down. Record yourself if possible.

#### EXAMPLE

Well, I got up, had breakfast, went to work ... and finally, I went to bed.

## It's fun, isn't it? Agreeing and disagreeing tones



When we agree with the other person, our voice often goes down at the end. We tell the other person our opinion, confident they will not be upset.

Listen to this conversation. Notice that the voices go down at the end of each line.

- A: Football's so boring, isn't it?
- B: Yeah, I know. I hate it.
- A: I mean, it's just 22 people running after a ball.
- B: Yeah, how can that be interesting?
- A: No, golf's much more fun, isn't it?



Note: The expression isn't it? is called a question tag. When we use question tags to tell someone our opinion, the voice goes down at the end.



But when we disagree, our voice often goes up at the end, so our opinion sounds unfinished and less strong, because we do not want to upset the other person.

Listen to the rest of the conversation from A. Notice how the voices go up at the end of each line.

- B: Well ...
- A: You like golf, don't you?
- B: It's alright I suppose ...
- A: You don't sound very sure.
- B: Well, I guess I'm not really a sporting person, you know.



Note: The expression don't you? is a question tag. When we use question tags to check information, the voice goes up at the end.





We can say the same sentence, but change the meaning by changing how we say it.

Important for listening

Listen to these two examples. The speaker in 1 is telling his opinion clearly. The speaker in 2 is leaving something unsaid. You feel he is going to continue with but...

- 1 I think they're good. (That is my opinion.)
- 2 I think they're good ... (They're not too bad, but there's a reason why I don't like them.)

Important for listening We can also change the meaning of a question tag by changing how we say it. Listen to these conversations.

- A: It's too hot, isn't it? (opinion)
- B: Yeah, let's open the window!
- A: We sometimes have snow in Morocco.
- B: But it's too hot, isn't it? (check question)
- A: No, not in the mountains.

	Literende				
59.1	Listen. Are these the speakers' real each line.	opinions, or c	an you 'hear' a bi	ut? Write a (.)	or (, but) after
Alk	EXAMPLE I like tennis but				
	1 It's nice		6 He does		
	2 We're quite good		7 She likes you		
	3 Yes, it is		8 They're frien		oran
	4 I don't know		9 Not bad	***************************************	
	5 Yes		/		to costa la shout
	Follow up: Record yourself saying the two weeks.				
59.2	Listen to the four short conversati disagreeing? Write agreeing or dis	ons about the	things in the pic er each picture.	tures. Are the	speakers agreeing or
4 P	Example 1		2	3	
			•	/17	B
	0_			2	
	ACTO.	- A	5	2	
	18	FIX.		<i>)</i> }\	
	(81)	121		1/1	A H
	*	HW	Market 1	111	W 11 11 11 11 11 11 11 11 11 11 11 11 11
		(A)	West Mars !	V	- P=
		G		0	_
	agreeing		nod poedkingson-dik	unigereekundereek	appelletelletetetetetetetetetetetetetetet
			o ( The de dee)	do if they are	oninions or check
59.3	Complete each sentence with an	ending from t	ne box. Then deci	ide ii tiley are	Opinions of eneck
C93	questions and draw lines in the b				2.5
	18 11. 1811 1 11.			they? was	s it?
	wasn't he? don't you?	doesn't it?	have you?	Liberto	
	Example You aren't hungry,	are you?	,		
	1 How's your headache? It isn	i't getting wor	rse,	ALTERIAL DE LA CONTRACTOR DE LA CONTRACT	
	2 Those flowers are lovely,	annerie diameter e dia			
	3 You haven't seen my glasses				
	4 Torsen's a great player,				
	5 I'm not sure. He was from I	Brazil,	rimmethiki ki ki marendeki ki ki		
	6 I can't quite remember. You	need 40 poir	its to win,	apatana in mining sa	
	7 Tennis is so boring,				
	8 She isn't a very good swimn		ELECTRIC STREET		
	9 I'm not sure. It starts at nin				
	/ I III HOL Sales to states at the				Now go to Unit 20

10 It wasn't a very interesting game,

## It was brilliant! High tones

Important for listening Listen to these three people saying thank you. Notice that the woman who forgot her bag makes her voice go very high. This shows that she really means what she is saying. The other two people do not really mean it, and so their voices do not go high.



Note: Sometimes the ticket collector's voice goes up at the end when he says thank you, which makes it sound like a routine habit: he doesn't really mean it. And of course the woman in picture 3 doesn't really mean thank you. She means the opposite!

Important for listening When we give an opinion about something with a very strong adjective like excellent, our voice usually goes high to show our strong feeling. If we use weaker adjectives like nice, our voice does not usually go high. Listen and compare the voices of the man and woman telling their friend about their holiday.

So, how was your trip? Liz: Claire: Oh, it was quite nice.

Paul: What do you mean, nice? It was brilliant!

Good hotel? Liz: Claire: Quite pleasant, yes.

Paul: Pleasant? It was excellent! Superb!

How about the food? Liz:

Claire: It was OK.

Paul: OK? It was absolutely delicious!

And the scenery? Claire: Quite pretty.

Paul: It was amazing! Beautiful!

Important for listening People often say a strong adjective like brilliant with a flat voice, to mean the opposite. For example, you could say brilliant with a flat voice after something bad happens. Listen and compare the pronunciation of this word in these two conversations. In the first one, the person really means it, and in the second she doesn't.

1 A: We've won a holiday for two in Jamaica!

B: Brilliant!

2 A: Our flight has been cancelled!

B: Brilliant! ->

Note: If you use strong adjectives, make your voice go high or people may think you do not mean it!

60.1 Listen. What do Sue and Jim think about the people they are speaking about? Write the names in the correct column.

people they like	people they don't like
	dereng

SUE: Jeremy is going to stay at the same hotel as us.

JIM: Oh great!

JIM: Anne's invited us to a party.

SUE: Fantastic!

JIM: Kathleen's coming to stay with us for a few days.

SUE: That'll be fun!

Sue: Gail and Tim want to come on holiday with us.

JIM: That'll be nice!

You will hear Claire (from part B on the opposite page) giving her opinion about these things on their holiday. Imagine you are Paul. Listen and say stronger opinions. There are gaps on the recording for you to speak. Don't forget to make your voice high.



#### EXAMPLE:

You hear Claire say The beach was quite nice. You say Nice? It was absolutely fantastic!

The responses to the pairs of sentences a and b below are the same, but the speaker pronounces them differently. For example, in the response to Example a, the voice is flat, but in the response to Example b, the voice goes high. Draw lines to show if you think the voice will be flat or go high. Then listen and check.

#### EXAMPLE

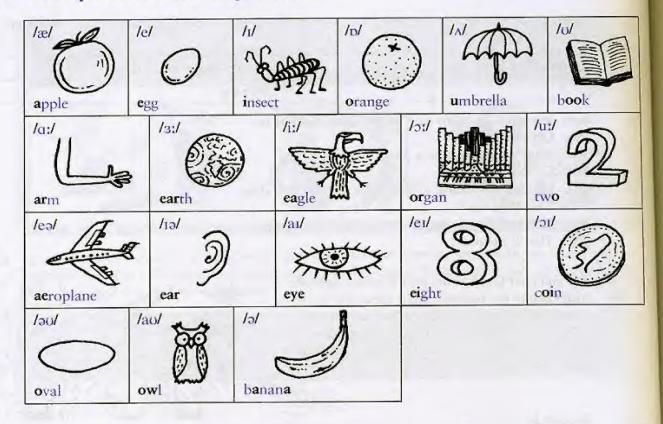
- a We had to stay in a five-star hotel.
  - How awful for you! ->
- 1 a Forget the beach; it's raining again!
  - Brilliant!
- 2 a I got an A in the exam!
  - Well done!
- 3 a I can count to three in German.
  - Amazing!
- 4 a We could pick fresh fruit off the trees in the garden.
  - Delicious!
- 5 a Frank says he'll take us to the airport.
  - Excellent!

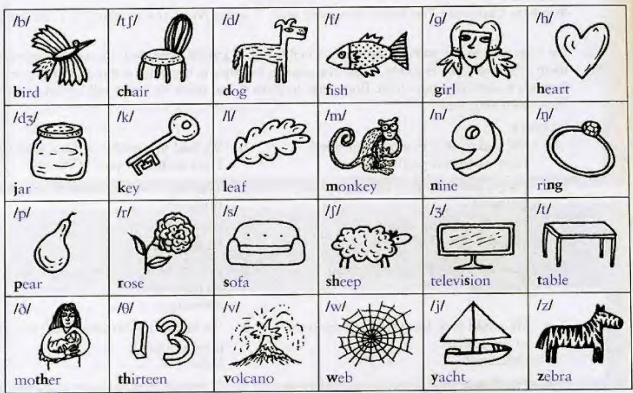
- b We had to spend two days in the airport.
  - How awful for you!
- 1 b They say we don't have to pay; it's free.
  - Brilliant!
- 2 b I've crashed the car again!
  - Well done!
- 3 b I learnt how to fly a plane while we were on holiday.
  - Amazing!
- 4 b We had a tiny bit of cheese on a dry, old piece of bread.
  - Delicious!
- 5 b The car's broken down and there are no taxis.
  - Excellent!

D1

## Introduction to phonemic symbols

The phonemic alphabet





### Phonemic spellings which are the same as normal spellings

D1.1 In each of these groups of words, one word is exactly the same as in normal letters. <u>Underline</u> it. Then write the others in normal letters.

EXAMPLE Furn	iture: /'teɪbə table	ol <u>bed</u>	'səufə sofa	t ʃeə/ chair
1 For writing:	/'pensəl '	регрә р	en 'n	outbuk/
2 In the office:	/desk fæ		'pjuːtə	'telɪfəʊn/
3 Body parts:	/nek hed	hænd	leg/	
4 Farm animals	: /hen p	ıg ʃi:p	cau/	
5 Colours: /gi			olæk/	
		jīv gəu/		A STATE OF THE STA
7 Numbers: /	sevən ter		faɪv/	

### Phonemic spellings which are very different from normal spellings

D1.2 Some phonemic spellings are surprisingly different from normal spellings. For example, in phonemic spelling, quick is /kwɪk/. Can you find all the words in this wordsearch? The words are horizontal → or vertical ↓ . Use all the letters.

tſ	еә	r	ŋ	g	1	1	ſ
m	k	w	e	s	t∫	Э	n
1	k	n	j	u:	z	b	S
k	w	k	ອບ	s	f	r	1
S	1	w	ſ	k	j	ir	k
t	k	aı	ə	u:	u:	ð	S
e	d <sub>3</sub>	t	n	1	t∫	Z	θ
d3	ur	S	ſ	u	Э	ð	οU

breathes	ocean
chair	question
edge	<del>quiek</del>
English	quite
future	school
juice	shoe
mixed	sixth
news	though

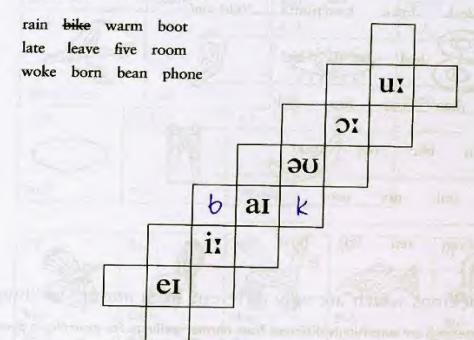
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### Phonemic symbols for vowels

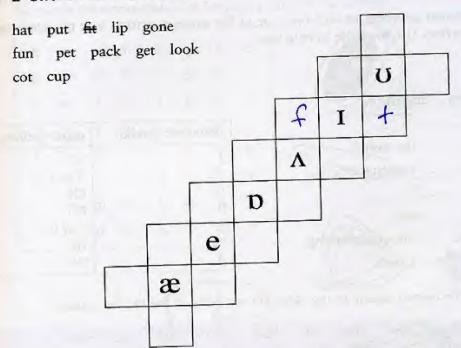
D1.3 Complete these phonemic crosswords. The words in normal spelling are next to the crosswords. You need to write one of these consonant symbols in each empty square. You can use the symbols more than once.

/b d f g h k l m n p r t v w z/

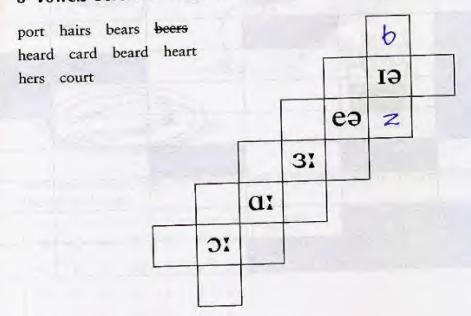
### 1 Long vowel crossword



## 2 Short vowel crossword



### 3 Vowels before R crossword



### Phonemic consonants which are different from normal consonants

D1.4 Here is a list of different activities. In each one, one of the words is written with phonemic symbols. Write it in normal letters. Use the table to help you.

#### EXAMPLE

/wotsin/ watching	television
1 ski /dʒʌmpɪŋ/	stols to proper property
2 /woʃɪŋ/	the dishes
3 /ju:zɪŋ/	a computer
4 sun /berðin/	
5 /sinjin/	songs
6 /θιηkιη/	about something
7 /plerjin/	games

phonemic symbol	usual spelling
ſ	SH
d <sub>3</sub>	G or J
d₃ t∫	CH
ŋ	NG
j	YorU
θ	TH
ð	TH

D1.5 Put these words in the correct square in the table. Do not write in the shaded squares.

								high			
pier	bear	buy	be	pour	tea	tie	pair	deer	pea	we	die
pie	dare	door	fear	four	wear	w	hy fa	ir wo	re t	ear	

	)I	ıc	Iə	еә	aı	ir
w					A-1 - 3	E C
f						
d	775					
p		- 10				Michigan Service
t			155			
b	boy					
h			here			
ſ				n Men		,

D1.6 Find phonemic spellings for thirteen different foods in the wordsearch.

The words are horizontal → or vertical ↓ . Use all the letters.



D1.7 Find phonemic spellings for thirteen jobs in the wordsearch. The words are horizontal → or vertical ↓ . Use all the letters.

k	d	D	k	t	э	n
υ	d	r	aı	v	Э	31
k	p	eı	n	t	Э	S
m	Э	k	æ	n	1	k
f	e	n	d3	э	n	(F)
a:	v	r	aı	t	Э	9
m	е	S	1	ŋ	Э	a:
Э	t	W	eı	t	э	d

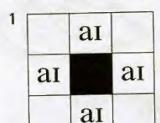
D1.8 Here is a word square making the words can, cap, not and pot.

C	a	n
a		0
p	0	t

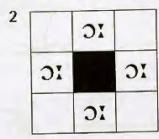
Here is a phonemic word square making the words beach, bean, cheese and knees.

b	ix	tſ
ix		ix
n	ix	Z

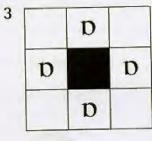
Now complete these word squares to make the four words underneath each one.



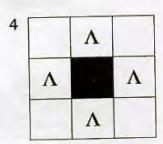
rhyme might tight write



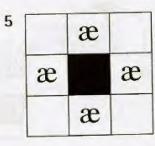
laws cause tall talk



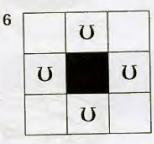
shop wash what top



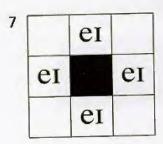
cut come touch much



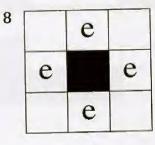
back tap cap bat



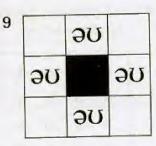
could bush should book



pain page jail nail



yes sell tell yet



wrote roll loan tone

## Pronunciation test

### Section A Letters and sounds

Circle the word with a different vowel sound. A1

EXAMPLE 1 black 2 case 3 soap 4 what	want lake hope hot	mad name sold most	hand care soup salt	5 foot 6 rude 7 leave	look luck beach	blood prun bu	push t clean
--------------------------------------	-----------------------------	-----------------------------	------------------------------	-----------------------------	-----------------------	---------------	--------------------

Circle the word if one of the consonant letters is not pronounced. A2

EXAMPLE 1 lamb 2 recipe 3 listen 4 hour	label repeat winter hate	cable	cab cab rope after hill	cost	5 old 6 cold 7 hurry	pile calm hairy	half help colour hungry	film here
My score	=							

Add the consonant sound to the word to make another word. A3

- Listen and circle the word you hear. A4
- 1 Have you got a pan / pin / pen I could borrow? 10 I got a good price / prize for it. (D1) 2 We should clean the cut / cat / cot first. 3 You won't be able to fill I feel I fail this. 4 I think that's the west / worst / waist. 5 The cot / coat / court's too small.
  - 6 I don't think it's far I fur I fair, you know. 7 What time did the woman I women arrive? 8 The officer's I office's here. 9 I used to have a bet | vet | pet.

My score = \_\_\_\_\_\_18

- 11 They didn't suit / shoot him.
- 12 I think it's in the code I coat I coach.
- 13 That's a fine | wine | vine colour.
- 14 His back / bag was broken.
- 15 You can smell it in the air / hair.
- 16 You'll have to watch I wash the baby.
- 17 They're singing I sinking.
- 18 I'll collect / correct / connect it tomorrow.

Total score for Section A = \_\_\_\_\_/50

## Pronunciation test Section B Syllables, words and sentences

B1	Listen and circle the word you hear.	
(D2)	<ol> <li>The glass / gas is green.</li> <li>The tooth / truth is out!</li> <li>I can't sell / smell anything.</li> <li>They need / needed more time.</li> <li>I think they want / wanted to talk.</li> <li>There are thirty / thirteen people in my class.</li> <li>Alice is / was here.</li> </ol>	8 The books are   were cheap. 9 I think there are some pears and   or grapes. 10 What does   did she say? 11 That smile   That's a mile. 12 We need more sport   support. 13 It's all in the past   pasta now. 14 Our guests   guest came late.
	My score =/14	A. cheesing and traced measurement of
B2	1 likes wants talks washes 2 wanted walked saved brushed 3 chicken chocolate afternoon d 4 about around asleep asked 5 fourteen forty fortieth hundred	ifferent
В3	EXAMPLE October November Decer  1 Saturday holiday tomorrow ye  2 morning fifty fifteen August  3 He told me. I like it. She finished.  4 Go to bed! Don't worry! What's the  5 table tourist tunnel today  6 mistake famous become remov  7 playground shoe shop first class  8 economics economy education  9 It isn't true. I'll see you soon. No, i	the same number of syllables. Circle the one with mber January sterday  Close the door. The time? Fish and chips.  The handbag scientific

Listen. Are the two expressions pronounced exactly the same on the recording, or is there a difference? Write S for *same* or D for *different*.

-	•		_		•	
F	v	- 6		M	p	ī

some of each	summer beachD
1 some of you	summer view
2 stopped aching	stop taking
3 Mary knows	Mary's nose
4 Alaska	I'll ask her
5 burnt a cake	burnt the cake
6 greet guests	Greek guests
7 want to talk	wanted to talk
8 I've locked it	I blocked it
9 what's past	what's passed
10 a bitter fruit	a bit of fruit
My score =/10	

### Section C Conversation

C1 Listen. Which sentence do you hear? Tick ( ) a or b.



EXAMPLE

- a Was that the question he asked? I
- b 'Was that the question?' he asked.
- 1 a We walked carefully downstairs. It was dark.
  - b We walked carefully. Downstairs it was dark.
- 2 a I saw her clearly. She was hungry.b I saw her. Clearly, she was hungry.
- 3 a The word he said was right.
  - b The word he said was 'right'.
- 4 a It was cold last night. The roads were icy.
  b It was cold. Last night, the roads were icy.
- 5 a 'Who?' said Martin.
  - b Who said 'Martin'?
- 6 a What she said was good.
  b What she said was, 'Good'.
- 7 a Let's go home later. We can have a pizza.b Let's go home. Later we can have a pizza.



Listen. You will only hear the response. Which one is it? Tick ( ) a or b.



EXAMPLE

- a The train leaves at eleven fifteen.
  - No it doesn't, it leaves at twelve fifteen.
- 1 a Where are you from?
  - North Africa.
- 2 a Do you have any brothers or sisters?Yes, two brothers.
- 3 a Would you like anything to drink?
  - I'd like red wine, please.
- 4 a Malaga's in the south of Italy.
  - No it isn't, it's in the south of Spain.
- 5 a Let's go tomorrow.
  - It's closed tomorrow.
- 6 a What's upstairs?
  - Menswear is upstairs.
- 7 a We had to stay in a five-star hotel.
  - How awful for you!
- 8 a I got an A in the exam!
  - Well done!

My score = \_\_\_\_/8

- b The train leaves at twelve fifty.
  - No it doesn't, it leaves at twelve fifteen. ✓
- b Which part of Africa are you from?
  - North Africa.
- b You have some brothers, don't you?
  - Yes, two brothers.
- b Would you like red or white?
  - I'd like red wine, please.
- b Malaga's in the north of Spain.
  - No it isn't, it's in the south of Spain.
- b When is it closed?
  - It's closed tomorrow.
- b Where's menswear?
  - Menswear is upstairs.
- b We spent two days in the airport.
  - How awful for you!
- b I've crashed the car again.
  - Well done!

C3

Listen. How does the speaker sound? Circle the best alternative. Note that the punctuation is not written, so you must decide just from the pronunciation.

#### EXAMPLE

Nice day isn't it

- 1 She plays a lot of instruments piano guitar
- 2 Well that is truly amazing
- 3 You're coming here tomorrow
- 4 Oh, thank you very much
- 5 Next to the supermarket
- 6 I got up had a shower and got dressed
- 7 Oh really how interesting
- 8 You're from Brazil aren't you
- 9 I think that's my bag
- 10 Yes it's quite good

My score = \_\_\_\_/10

The speaker sounds as if he/she...

... is /(isn't)asking a question

- ... is / isn't going to continue the list.
- ... is / isn't really amazed.
- ... is / isn't asking a question.
- ... does / doesn't really mean it.
- ... is / isn't asking a question.
- ... is / isn't going to continue the list.
- ... is / isn't really interested. ... is / isn't asking a question.
- ... is / isn't sure about it.
- ... is / isn't going to say 'but...'

Total score for Section C =  $25 \times 2 = 50$ 

# Guide for speakers of specific languages

Note: It has not been possible to include all languages in this section.

#### Arabic

From Section A Letters and sounds (Units 1–20), you could leave out these units: 2, 4, 5, 14, 18, 20

From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 4, 13, 14, 23, 28, 35, 36, 37, 40, 41, 44, 45, 46, 48

#### Chinese

From section A Letters and sounds (Units 1-20), you could leave out these units: 14, 19, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 10, 14, 15, 19, 23, 28, 31, 33, 34, 35, 37, 38, 39, 40, 41, 43, 44, 45, 50

### Dravidian languages e.g. Tamil

From Section A Letters and sounds (Units 1-20), you could leave out these units: 6, 10, 11, 12

From Section D *Sound pairs*, it would probably be useful for you to do these sound pairs: 3, 10, 12, 14, 17, 19, 23, 28, 30, 31, 34, 35, 40, 45, 48

#### Dutch

From Section A Letters and sounds (Units 1–20), you could leave out these units: 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 7, 10, 13, 15, 17, 19, 20, 26, 31, 32, 33, 34, 37, 38, 39, 40, 44, 45

#### Farsi

From Section A Letters and sounds (Units 1–20), you could leave out these units: 3, 4, 5, 6, 8, 9, 12

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 9, 10, 12, 14, 19, 23, 24, 25, 35, 38, 48

### French

From Section A Letters and sounds (Units 1-20), you could leave out these units: 3, 4, 5, 6, 8, 9, 14, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 4, 10, 15, 17, 19, 21, 28, 31, 33, 34, 35, 37, 39, 40, 41, 44, 45

#### German

From Section A Letters and sounds (Units 1–20), you could leave out these units: 11, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 5, 15, 17, 28, 31, 33, 34, 37, 38, 39, 40

#### Greek

From Section A Letters and sounds (Units 1-20), you could leave out these units: 5, 8, 9, 13, 17, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 8, 10, 11, 12, 14, 17, 19, 23, 31, 32, 41, 44, 46, 47, 48

Guide for speakers of

#### Italian

From Section A Letters and sounds (Units 1-20), you could leave out these units: 6, 8, 9, 10, 12, 13, 14, 19

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 4, 10, 14, 17, 23, 28, 31, 34, 35, 37, 40, 45

### Japanese

From Section A Letters and sounds (Units 1-20), you could leave out these units: 3, 6, 12, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 2, 6, 9, 17, 24, 25, 27, 29, 32, 33, 36, 43, 46, 48, 49, 50

#### Korean

From Section A Letters and sounds (Units 1-20), you could leave out these units: 10, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 9, 10, 12, 14, 17, 19, 23, 26, 28, 29, 30, 31, 32, 33, 34, 35, 37, 40, 45, 46, 50

### Malay / Indonesian

From Section A Letters and sounds (Units 1-20), you could leave out these units: 13, 15, 16, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 10, 19, 23, 28, 30, 31, 32, 34, 35, 37, 40, 44, 45

### Polish

From Section A Letters and sounds (Units 1-20), you could leave out these units: 8, 18

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 3, 10, 17, 26, 28, 31, 32, 33, 34, 35, 36, 39, 40, 41, 44, 45, 46, 47, 48

### Portuguese

From Section A Letters and sounds (Units 1-20), you could leave out these units: 8, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 8, 10, 19, 23, 28, 31, 33, 34, 35, 36, 40, 46, 48, 49

### Russian

From Section A Letters and sounds (Units 1-20), you could leave out these units: 4, 8, 11, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 3, 10, 12, 14, 17, 21, 23, 24, 25, 26, 27, 28, 32, 33, 34, 38, 40, 41, 46, 47, 48

### Scandinavian languages

From Section A Letters and sounds (Units 1–20), you could leave out these units: 6, 8, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 10, 15, 16, 18, 31, 33, 35, 38, 39, 42, 45, 46

### South Asian languages e.g. Hindi, Urdu, Bengali, Gujarati

From Section A Letters and sounds (Units 1–20), you could leave out these units:

15, 18 From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 4, 7, 17, 22, 28, 30, 32, 34, 35, 38, 40, 45, 46, 47

### Spanish

From Section A Letters and sounds (Units 1-20), you could leave out these units:

17, 20 From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 2, 3, 9, 10, 12, 14, 19, 21, 23, 24, 25, 26, 27, 28, 29, 34, 35, 40, 41, 42, 44, 45, 46, 47, 48, 49

#### Swahili

From Section A Letters and sounds (Units 1–20), you could leave out these units: 4, 8, 15, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 4, 9, 10, 13, 14, 17, 19, 21, 23, 28, 32, 33, 34, 35, 40, 41, 45, 50

#### Thai

From Section A Letters and sounds (Units 1-20), you could leave out these units: 3, 6, 10, 11, 15, 18, 19

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 3, 5, 6, 17, 30, 31, 33, 34, 35, 36, 38, 40, 45, 50

#### Turkish

From Section A Letters and sounds (Units 1–20), you could leave out these units:

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 5, 11, 17, 19, 28, 34, 35, 38, 45, 47, 48, 49

### West African languages

From Section A Letters and sounds (Units 1–20), you could leave out these units: 8, 10, 11, 12, 20

From Section D Sound pairs, it would probably be useful for you to do these sound pairs: 1, 2, 3, 9, 10, 12, 14, 17, 19, 22, 23, 28, 31, 34, 35, 37, 40, 45, 48, 50

## Sound pairs

If you have problems in hearing the difference between individual sounds in Section A of the book, you will be directed to one of the exercises in this section.

or

Look in D3 Guide for speakers of specific languages, find the sound pairs recommended for speakers of your language, and do these.

In order to remember which sound pairs you have done, put a tick in the boxes. If you have completed it but you still find it difficult, tick 'visited'. If you are sure you know it, tick 'understood'. If you have recorded yourself saying the words correctly, tick 'recorded'.



### Sound pair 1: /æ/ and /e/

For more on these sounds, see Units 2, 6.

Listen to the words in the box.

Listen. The speaker will say two words from the box.

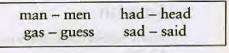
If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_\_

Listen. Circle the word you hear.

- 8 bad I bed
- 9 dad / dead
- 10 sat / set
- 11 marry | merry
- 12 Talk to the man / men.



visited
understood
recorded



### Sound pair 2: /æ/ and /ʌ/

For more on these sounds, see Units 2, 18.

Listen to the words in the box.

Listen. The speaker will say two words from the box.

If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

1 \_\_\_\_\_ 3 \_\_\_\_

Listen. Circle the word you hear.

- 8 fan I fun
- 9 cap / cup
- 10 rang / rung
- 11 She's got a cat / cut on her arm.
- 12 He's sung / He sang in public.

ran – run	cat - cut
match - much	sang – sung

visited
understood
recorded

had - hard

pack - park

tent box tool so very bround

hat - heart match - March

main - men

way - wear they - there

late – let

Sound pair 3: /æ/ and	/ax/
-----------------------	------

For more on these sounds, see Units 2, 14.

Listen to the words in the box.

(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different). 4 ..... 5 ..... 6 ...... 7

Listen. Circle the word or phrase you hear.

- 8 cat / cart
- 9 match / March
- 10 had a / harder problem
- 11 He always packs / parks slowly.
- 12 She put her hand on her hat I heart.

visited	
understood	
recorded	T-L

weight - wet

pain - pen

#### Sound pair 4: /eɪ/ and /e/ D10

For more on these sounds, see Units 2, 6.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same).

If you hear two different words, write D (different). 3 ..... 6 ..... 7 ......

2 ..... Listen. Circle the word you hear.

- 8 gate | get
- 9 paper | pepper
- 10 waste | west
- 11 What would happen if we fail / fell?
- 12 I've got a pain / pen in my hand.

#### visited understood recorded con hire teel to lan emulia

pays - pears

stays - stairs

#### Sound pair 5: /eɪ/ and /eə/ D11

For more on these sounds, see Units 2, 14.

Listen to the words in the box.

(Note: In accents where the R is pronounced, these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different). 

3 ..... Listen. Circle the word or phrase you hear.

- 8 they / their
- 9 stays | stairs
- 10 hey / hair
- 11 I don't want to pay | a pear.
- 12 There's no way I nowhere to go.

visited	
understood	
recorded	

212	Sound pair 6: /eə/ and /ɑː/		A	
	For more on these sounds, see Unit 14.	fare - far	stairs - star	
	Listen to the words in the box.	bear – bar	care – car	
		who be a see		
	1 5 5	6		
	Listen. Circle the word you hear.	A CONTRACTOR OF CO.		
	8 fare I far		visited	ar.
	9 bare   bar 10 cares   cars		understood	
	11 I don't think it's fair / far. 12 We slept under the stairs / stars.		and Discount of the last	
Q13)	Sound pair 7: /aɪ/ and /ɔɪ/	il or bank tal	Ma and at	
	For more on these sounds, see Units 14, 19.	farm - forn		
	Listen to the words in the box.	bar - bore	star – stoi	e
	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).	6	7 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 3 4 5	6		
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5  Listen. Circle the word you hear.  8 farm / form 9 park / pork		visited	
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5		visited understood	
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5	6	visited	
<b>(</b> 214)	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5	ng Lilweste gwelet in gwelet in gwelet in	visited understood	
(D14)	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5	hair – her	visited understood recorded  e fair – fea	
(D14)	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word you hear.  8 farm / form 9 park / pork 10 There are thousands of stars / stores. 11 You can visit any part / port. 12 I don't think it's far / four.  Sound pair 8: /eə/ and /Iə/  For more on these sounds, see Units 6, 14.  Listen to the words in the box.	hair – her chairs – che	visited understood recorded  refair – fears bear –	
(Q14)	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1 2 3 4 5	hair – her chairs – che	visited understood recorded  e fair – feaers bear –	beer
<b>(</b> 14)	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1	hair – her chairs – che	visited understood recorded  e fair – fears bear –	beer
<b>(D14)</b>	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1	hair – her chairs – che	visited understood recorded  re fair – fears bear –	beer
<b>(514)</b>	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1	hair – her chairs – che	visited understood recorded  e fair – featers bear –	beer
<b>D</b> 14)	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1	hair – her chairs – che	visited understood recorded  e fair – featers bear –	beer
(Q14)	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).  1	hair – her chairs – che	visited understood recorded  recorded  res bear –	beer

	For more on these sounds, see Units 14, 18.	come – calı	m much – Ma	rch
	Listen to the words in the box.	duck - d		
	(Note: In accents where the R is pronounced, some of these are not minimal pairs.)	Land Towns		
	Listen. The speaker will say two words from the box. If write S (same). If you hear two different words, write D	you hear the san (different).	ne word twice,	
	1 5	6	7	
	Listen. Circle the word you hear.			
	8 hut / heart		visited	
	9 much / March 10 duck / dark		understood	-
	11 cut / cart		recorded	
	12 Try to come / calm down.		1000.000	
D16	Sound pair 10: /ɪ/ and /iɪ/			
41	For more on these sounds, see Units 6, 11.	hit – he	at rich – reach	
	Listen to the words in the box.	chip – ch		
	If you hear two different words, write D (different).			
	1	6	7	
	Listen. Circle the word or phrase you hear.			
	8 chip / cheap		visited	
	8 chip / cheap 9 fit / feet		visited understood	
	8 chip / cheap 9 fit / feet 10 He doesn't want to live / leave. 11 Can you fill / feel it?		understood	
	8 chip   cheap 9 fit   feet 10 He doesn't want to live   leave.			
<b>(D17)</b>	8 chip / cheap 9 fit / feet 10 He doesn't want to live / leave. 11 Can you fill / feel it? 12 Do you want to sit / a seat?		understood recorded	
(D17)	8 chip / cheap 9 fit / feet 10 He doesn't want to live / leave. 11 Can you fill / feel it? 12 Do you want to sit / a seat?	knee –	understood recorded	
(DIZ)	8 chip / cheap 9 fit / feet 10 He doesn't want to live / leave. 11 Can you fill / feel it? 12 Do you want to sit / a seat?  Sound pair 11: /ix/ and /ɪə/	knee –	understood recorded	
(D17)	8 chip / cheap 9 fit / feet 10 He doesn't want to live / leave. 11 Can you fill / feel it? 12 Do you want to sit / a seat?  Sound pair 11: /ii/ and /iə/ For more on these sounds, see Unit 6. Listen to the words in the box. (Note: In accents where the R is pronounced,	knee –	near be – beer tea – tear	

Listen. Circle the word you hear.

8 we / we're

9 knee | near

10 pea / pier 11 feed / feared 12 Who is he / here? visited

understood recorded

#### Sound pair 12: /e/ and /31/ For more on these sounds, see Units 6, 19. head - heard west - worst Listen to the words in the box. bed - bird feather - further (Note: In accents where the R is pronounced, these are not minimal pairs.) Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different). 3 4 \_\_\_\_\_ 5 \_\_\_\_ Listen. Circle the word you hear. 8 ten / turn visited 9 lend / learned 10 Jenny / journey understood 11 That's a nice bed | bird. recorded 12 This is the west / worst side. Sound pair 13: /I/ and /e/ For more on these sounds, see Units 6, 11. did - dead lift - left sit - set bill - bell Listen to the words in the box. Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different). 3 ..... Listen. Circle the word you hear. 8 miss / mess visited 9 bill / bell 10 will / well understood 11 Who dropped the litter / letter? recorded 12 You should take the lift / left.

Sound pair 14: /1	ס/ and /əʊ/
-------------------	-------------

For more on these sounds, see Unit 16.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same).

If you hear two different words, write D (different). 

Listen. Circle the word you hear.

- 8 not / note
- 9 rob / robe
- 10 goat / got
- 11 They want / won't sleep.
- 12 The cost / coast is clear.

want - won't cost - coast shone - shown not - note

visited	
understood	
recorded	



### Sound pair 15: /p/ and /A/

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different). 

3 .......

with the U.S. St neg enough

lock - luck

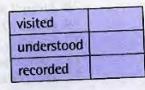
gone - gun

shot - shut

not - nut

Listen. Circle the word or phrase you hear.

- 8 not / nut
- 9 lock / luck
- 10 They shot / shut the door.
- 11 This shirt has a horrible collar / colour.
- 12 Did you see they're gone I their gun?



toe - two

soap - soup



## Sound pair 16: /əu/ and /uː/

For more on these sounds, see Units 16, 18.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

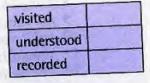
3

show - shoe

blow - blue

Listen. Circle the word you hear.

- 8 soap / soup
- 9 rule / roll
- 10 There's water in my boat I boot.
- 11 He went to the north pool / pole.
- 12 We grow | grew strawberries.



low - law

woke - walk



# Sound pair 17: /əu/ and /ɔɪ/

For more on these sounds, see Units 16, 19.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

coat - caught

boat - bought

Listen. Circle the word you hear.

- 8 so / saw
- 9 low / law
- 10 coal / call
- 11 It's a new bowl / ball.
- 12 I woke / walk in the morning.

visited	
understood	
recorded	

(D24)	Sound pair 18: /əʊ/ and /ɑʊ/		
45	For more on these sounds, see Units 16, 20.	no – now	blows - blouse
	Listen to the words in the box.		und tone - town
	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		representation of the contract
	1	6	7
	Listen. Circle the word or phrase you hear.		nlam Flamma I
	8 know / now 9 blows / blouse		visited
	10 It isn't a load   allowed. 11 I don't want to show her   a shower.		understood
	II I don't want to show her , a shower.		recorded
D25)			- volued
100	For more on these sounds, see Unit 18.	full – fo	ol pull – pool
	Listen to the words in the box.	lo	ok – Luke
	Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).		
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word or phrase you hear.		7 ····
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word or phrase you hear.  8 Luke   look 9 full   fool	6	7 ····
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word or phrase you hear.  8 Luke   look 9 full   fool 10 pull   pool	6	7 <i></i>
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word or phrase you hear.  8 Luke / look 9 full / fool 10 pull / pool 11 Should I? / shoe dye	6	wisited
(D26)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2 3 4 5  Listen. Circle the word or phrase you hear.  8 Luke / look  9 full / fool  10 pull / pool  11 Should I? / shoe dye  12 The butcher / boots you saw.  Sound pair 20: /A/ and /U/	6	visited understood recorded
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2 3 4 5	6	visited understood recorded
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	6	visited understood recorded bucks – books
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2 3 4 5	luck – look	visited understood recorded bucks – books
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	luck – look	visited understood recorded bucks – books
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	luck – look	visited understood recorded bucks – books
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	luck – look	visited understood recorded visited understood understood understood understood understood
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	luck – look	visited understood recorded bucks – books
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	luck – look	visited understood recorded visited understood understood recorded recorded visited understood recorded

suffer - surfer

such - search ton - turn



#### Sound pair 21: /A/ and /31/

For more on these sounds, see Units 18, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

test been last one may bright

4 ...... 6 ......

shut - shirt

Listen. Circle the word or phrase you hear.

8 but / Bert

9 hut / hurt

10 under / earned a

11 suffer | surfer

12 It looks like the butcher's shut I shirt.

visited understood recorded

study - steady



#### Sound pair 22: /A/ and /e/

For more on these sounds, see Units 6, 18.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same).

If you hear two different words, write D (different).

2 \_\_\_\_\_

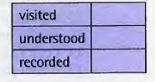
3

butter - better nut - net

won - when

Listen. Circle the word or phrase you hear.

- 8 but / bet
- 9 study / steady
- 10 won / when
- 11 He shot a gun / again.
- 12 This one's butter / better.



order - odder

port - pot



#### Sound pair 23: /ɔɪ/ and /ɒ/

For more on these sounds, see Units 16, 19.

Listen to the words in the box.

(Note: In accents where the R is pronounced, some of these are not minimal pairs.)

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same). If you hear two different words, write D (different).

3 .....

4 ..... 6 .....

short - shot

sport - spot

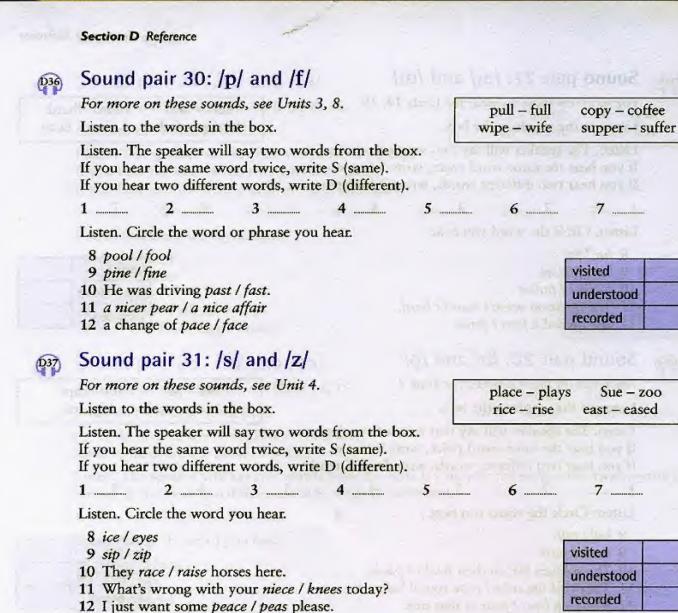
Listen. Circle the word or phrase you hear.

- 8 short / shot
- 9 order / odder
- 10 sport / spot
- 11 water ski / what a ski
- 12 There's coffee in the port / pot.

visited understood recorded

30)	Sound pair 24: /31/ and /19/	bird - beard	her – hear
	For more on these sounds, see Units 6, 19.	were - we're	
	Listen to the words in the box.	THE REAL PROPERTY.	at =(2/5)
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).		
	1 2	manager Community	
	Listen. Circle the word you hear.		
	8 bird / beard	and the state of the	visited
	9 were / we're		
	10 fur / fear		understood
	11 I can't see if it's her / here.		recorded
	12 He has a black bird / beard.		
621	Sound pair 25: /31/ and /eə/		
D31)	For more on these sounds, see Units 14, 19.	her - hair	fur – fair
	Listen to the words in the box.	were - where	bird - bare
	Listen to the words in the box	Today of nations	Birth at 1
	(Note: In accents where the R is pronounced,		
	some of these are not minimal pairs.		
	1. from the boy I	f you hear the same	word twice, writ
	1. from the boy I	f you hear the same	word twice, writ
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (differ	If you hear the same rent).	word twice, writ
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (differ 1 2 3 4 5	(f you hear the same vent).	7
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (differ	If you hear the same rent).	7
	Listen. The speaker will say two words from the box. It (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It words were listen. Same and two words from the box. It is the word words from the box. It is the words words from the words from the box. It is the words from the w	(f you hear the same vent).	7
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (differ 1 2 3 4 5  Listen. Circle the word you hear.  8 were   where 9 stir   stair	(f you hear the same vent).	7visited
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (differ 1 2 3 4 5  Listen. Circle the word you hear.  8 were   where 9 stir   stair  10 bird   bared	(f you hear the same vent).	visited understood
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words) write D (different words). If you hear two different words, write D (different words) write D (different words) write D (different words). If you hear two different words, write D (different words) write D (different words) write D (different words). If you hear two different words, write D (different words) write D (different wor	(f you hear the same vent).	7visited
	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is write D (different words). If you hear two different words, write D (different words), write D (different words). It is write D (different words).	(f you hear the same vent).	visited understood
(122)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is write D (different words). If you hear two different words, write D (different words), write D (different words). It is write D (different words).	(f you hear the same vent).	visited understood recorded
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words, write D) (different words, write D	worked – wal	visited understood recorded  ked shirt - s
<b>(</b> 32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words, write D) (different words).  1	(f you hear the same vent).	visited understood recorded  ked shirt - s
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words, write D) (different words). If you hear two different words, write D (different words). It is word you hear.  8 were   where 9 stir   stair 10 bird   bared 11 I can't see if it's her   hair. 12 It isn't fur   fair.  Sound pair 26:  31  and  31  For more on these sounds, see Unit 19. Listen to the words in the box.	worked – wal burn – born	visited understood recorded  ked shirt - s
(532)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is the word you hear.  8 were / where 9 stir / stair 10 bird / bared 11 I can't see if it's her / hair. 12 It isn't fur / fair.  Sound pair 26: /3!/ and /3!/ For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced,	worked – wal burn – born	visited understood recorded  ked shirt - s
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is the word you hear.  8 were   where 9 stir   stair 10 bird   bared 11 I can't see if it's her   hair. 12 It isn't fur   fair.  Sound pair 26:  31  and  51  For more on these sounds, see Unit 19. Listen to the words in the box. (Note: In accents where the R is pronounced, some of these are not minimal pairs.)	worked – wal burn – born	visited understood recorded  ked shirt - s
<b>(</b> 32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is the word you hear.  8 were   where 9 stir   stair 10 bird   bared 11 I can't see if it's her   hair. 12 It isn't fur   fair.  Sound pair 26:  31  and  51  For more on these sounds, see Unit 19. Listen to the words in the box. (Note: In accents where the R is pronounced, some of these are not minimal pairs.)	worked – wal burn – born	visited understood recorded  ked shirt - s
D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear two different words, write D (different words). It is word   word	worked – wal burn – born.  If you hear the same worked – wal burn – born.  If you hear the same worked – wal burn – born.	visited understood recorded  ked shirt - s bird - bord
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (different words). If you hear two different words, write D (different words). If you hear words were I where  9 stir   stair  10 bird   bared  11 I can't see if it's her   hair.  12 It isn't fur   fair.  Sound pair 26:  31  and  51   For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced, some of these are not minimal pairs.)  Listen. The speaker will say two words from the box. write S (same). If you hear two different words, write 1 2 3 4	worked – wal burn – born.  If you hear the same of the	visited understood recorded  ked shirt - s bird - bord
D32)	Listen. The speaker will say two words from the box. It (same). If you hear two different words, write D (different two different words, write D) (different two different words, write D) (different two different words, write D) (different different words).  Listen. Circle the word you hear.  8 were   where 9 stir   stair 10 bird   bared 11 I can't see if it's her   hair. 12 It isn't fur   fair.  Sound pair 26:  31  and  31   For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced, some of these are not minimal pairs.)  Listen. The speaker will say two words from the box. write S (same). If you hear two different words, write 1 2 3 4  Listen. Circle the word you hear.	worked – wal burn – born.  If you hear the same worked – wal burn – born.  If you hear the same worked – wal burn – born.	visited understood recorded  ked shirt - so bird - bord
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (difference). If you hear two different words, write D (difference). It isten. Circle the word you hear.  8 were   where   9 stir   stair  10 bird   bared  11 I can't see if it's her   hair.  12 It isn't fur   fair.  Sound pair 26:  31  and  31   For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced, some of these are not minimal pairs.)  Listen. The speaker will say two words from the box. write S (same). If you hear two different words, write 1 2 3 4  Listen. Circle the word you hear.  8 bird   bored	worked – wal burn – born.  If you hear the same worked – wal burn – born.  If you hear the same worked – wal burn – born.	visited understood recorded  ked shirt - so bird - bord word twice,
Q32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (difference). If you hear two different words, write D (difference). It isten. Circle the word you hear.  8 were   where   9 stir   stair  10 bird   bared  11 I can't see if it's her   hair.  12 It isn't fur   fair.  Sound pair 26:  31  and  31   For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced, some of these are not minimal pairs.)  Listen. The speaker will say two words from the box. write S (same). If you hear two different words, write 1 2 4  Listen. Circle the word you hear.  8 bird   bored   9 sir   saw	worked – wal burn – born.  If you hear the same worked – wal burn – born.  If you hear the same worked – wal burn – born.	visited understood recorded  ked shirt - so bird - bord
(D32)	Listen. The speaker will say two words from the box. I (same). If you hear two different words, write D (difference). If you hear two different words, write D (difference). It isten. Circle the word you hear.  8 were   where   9 stir   stair  10 bird   bared  11 I can't see if it's her   hair.  12 It isn't fur   fair.  Sound pair 26:  31  and  31   For more on these sounds, see Unit 19.  Listen to the words in the box.  (Note: In accents where the R is pronounced, some of these are not minimal pairs.)  Listen. The speaker will say two words from the box. write S (same). If you hear two different words, write 1 2 3 4  Listen. Circle the word you hear.  8 bird   bored	worked – wal burn – born.  If you hear the same worked – wal burn – born.  If you hear the same worked – wal burn – born.	visited understood recorded  ked shirt - so bird - bord word twice,

33)	For more on these sounds, see Units 14, 19.	hurt - heart	
	Listen to the words in the box.		er firm – farm
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).		
	1 2 3 4 5 Listen. Circle the word you hear.		
	Listeria Gazara III.		
	8 fur / far 9 hurt / heart		visited
	10 further   father		understood
	11 The question wasn't heard   hard. 12 She owned a firm   farm.		recorded
4	Sound pair 28: /b/ and /p/		
P.	For more on these sounds, see Unit 3.	bill – pill	cubs – cups
	Listen to the words in the box.		ck big – pig
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).		
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5		7
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word you hear.  8 bill / pill	6	7
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word you hear.  8 bill / pill 9 bush / push  10 The soldiers lay on their backs / packs.	6	7
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word you hear.  8 bill / pill	6	7visited
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	6	visited understood recorded
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	6	visited understood recorded st bet – vet
333)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	best – ve	visited understood recorded  st bet – vet
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	best – ve	visited understood recorded  st bet – vet
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	best – ve cupboa	visited understood recorded  st bet – vet ard – covered
0335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1	best – ve	visited understood recorded  st bet – vet ard – covered
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2 3 4 5	best – ve cupboa	visited understood recorded  st bet – vet ard – covered
33	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2	best – ve cupboa	visited understood recorded  st bet – vet ard – covered  visited
335)	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 2	best – ve cupboa	visited understood recorded  st bet – vet ard – covered



Sound pair 32: /s/ and /s/

For more on these sounds, see Units 4, 12.

Listen to the words in the box.

Listen. The speaker will say two words from the box. If you hear the same word twice, write S (same).

3 ......

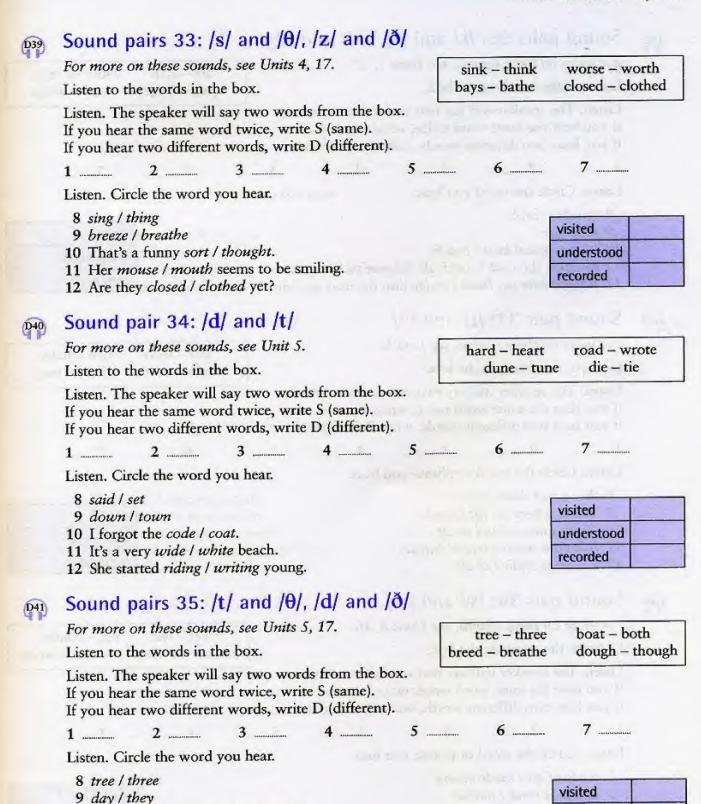
If you hear two different words, write D (different).

2 ..... Listen. Circle the word you hear.

- 8 sign / shine
- 9 mass / mash
- 10 I didn't save / shave for years.
- 11 They didn't suit / shoot him.
- 12 They sat on the seat / sheet.

same - shame	self - shelf
fist - fished	sell - shell

visited	
understood	100
recorded	



10 I don't want your tanks / thanks!

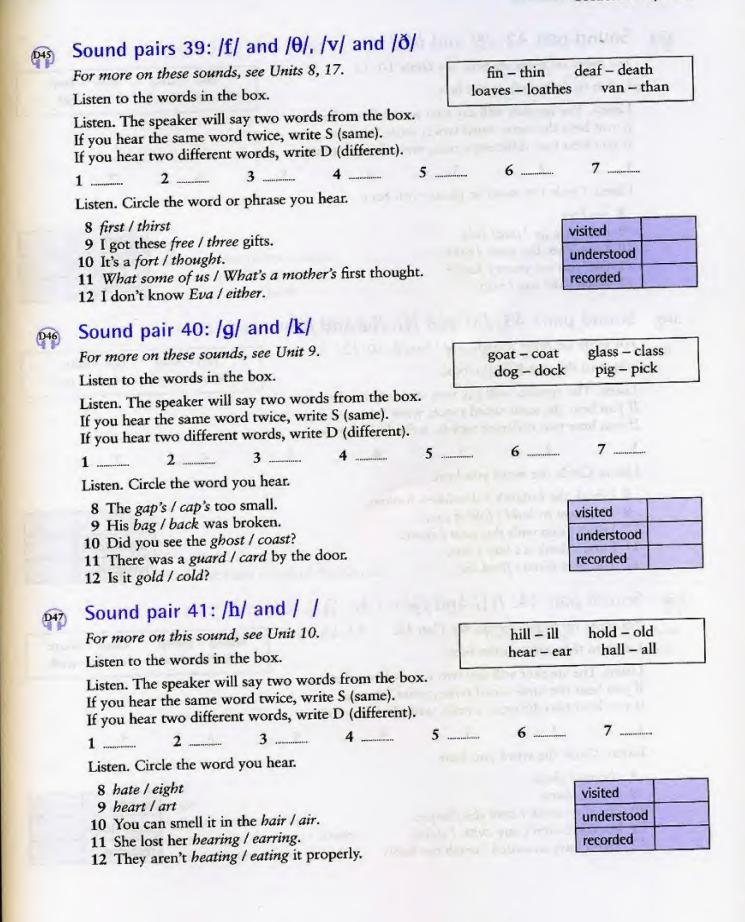
12 They couldn't breed / breathe very well.

11 That's what I taught / thought!

understood

recorded

(D42)	Sound pairs 36: /t/ and /tʃ/, /d/ and /dʒ/			
	For more on these sounds, see Units 5, 12.	art – arch	what – wa	tch
	Listen to the words in the box.	paid - page	head - he	edge
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	become all		- "
	1	6	7	
	Listen. Circle the word you hear.			
	8 taught / torch			
	9 aid / age		visited	
	10 It's a tropical beat / beach.  11 He took the coat / coach all the way to London.		understood	
	12 It went over my head / hedge into the next garden.		recorded	
(D43)	Sound pair 37: /f/ and /v/		g timing	
	For more on these sounds, see Unit 8.	leaf - leave	half – ha	lve
	Listen to the words in the box.	safer – saver	ferry - v	ery
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	o invalounce		
	8 that sofa / that's over		a Maria Res	
	9 This is where we lift / lived.		visited	
	10 That's quite a few / view!		understood	
	11 Ask your wife's / wives' friends.		recorded	
	12 a current affair / of air			
(D44)	Sound pair 38: /v/ and /w/ For more on these sounds, see Units 8, 10.			
		vet – wet	veil – wha	
	Listen to the words in the box.	invite - in whit		worse
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).			
	1 3 4	6	7	
	Listen. Circle the word or phrase you hear.			
	8 made of air / made aware		he bear a	
	9 Which is verse / worse?		visited	
	TO It's heat to the proof person	Armeron Land	understood	
	11 It's in the vest / west.  12 half a weight / half of eight		recorded	
	12 may a weight may of eight			



(D48)	Sound pair 42: /j/ and /dʒ/			
	For more on these sounds, see Units 10, 12.	use – juice	your – ja	****
	Listen to the words in the box.		ke yet – je	
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	ration sines all	all rout	
	1 5	6	7	
	Listen. Circle the word or phrase you hear.			
	8 yet / jet		Service De	
	9 until you lie / until July	The state of the s	visited	
	10 I don't see the yoke / joke. 11 Did you see yours / Jaws?		understood	
	12 What's the use / juice?		recorded	
(D49)	Sound pairs 43: /h/ and /ʃ/, /h/ and /f/ For more on these sounds, see Units 8, 10, 12.	a topola in	Sound p	
	Listen to the words in the box.	hip - ship		
			e hate – fa	ate
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	THE THE THE THE		
	1	6	7	
	Listen. Circle the word you hear.			
	8 I think the holder's / shoulder's broken.	on out time - or		
	9 You have to hold / fold it there.	and an Amily	visited	
		2 10 300	understood	
	12 The boss hired / fired me.	The Control of the Co	recorded	
(D50)	Sound pair 44: /tʃ/ and /ʃ/	10 m	g hallore	7/0
	For more on these sounds, see Unit 12.	cheap - sheep	chair - sh	nare
	Listen to the words in the box.	watch - wash	witch - w	vish
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	rice with entire and a state of the country of the	and service	
	1 5 5	6	7	
	Listen. Circle the word you hear.			
	8 choose / shoes	7.00	word tree	
	9 chair / share	170	visited	
		a House Macard	understood	
			recorded	
	9 chair / share 10 I tried to catch / cash the cheque. 11 But there aren't any chips / ships!	A Street Market	understood	

D	Sound pair 45: /ts/ and /d3/ For more on these sounds, see Unit 12.	chin – gin	rich - ridge	
	Listen to the words in the box.	chain - Jane	H – age	
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	6	7	
	1 2 3 4 5		-	
	Listen. Circle the word you hear.		lands.	
1	8 chose / Joe's		visited	
1	9 cheap / jeep 10 I dreamt of enormous riches / ridges.	1 = 1 = 1 (10)	understood	
	11 Hair-loss starts with H / age. 12 I don't think it's in tune / June.		recorded	
52	Sound pairs 46: /ts/ and /tʃ/, /dz/ and /da	5/	TOTAL CO.	
P	For more on these sounds, see Unit 12.	cats - catch	mats - mate aids - age	
	Listen to the words in the box.  Listen. The speaker will say two words from the box.	raids - rage	alus – age	_
	If you hear the same word twice, write S (same).  If you hear two different words, write D (different).  1 3 4 5  Listen. Circle the word you hear.	<b>6</b>	7	
	8 arts / arch		visited	
	9 aids / age		understood	
	10 eats / each 11 Watch / What's the time! / ? 12 They suffered the raids / rage of the bandits.		recorded	
D53	Sound pairs 47: /tr/ and /tf/, /dr/ and /d	3/		
D53)	For more on these sounds, see Units 12, 13.	trees - cheese	train – ch drunk – ju	
	Listen to the words in the box.	draw – jaw	urunk – ju	1111
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).	6		
	1 поправания 2 напорывания 3 рассителения			
	Listen Circle the word you hear.			
	Listen. Circle the word you hear.  8 trips / chips		visited	

10 The train / chain isn't moving.

11 There's something in the trees / cheese.
12 It's in the lower drawer / jaw.

visited	
understood	
recorded	

D54	Sound pair 48: /n/, /ŋ/ and /ŋk/		a silonica
40	For more on these sounds, see Unit 15.	thin – thing	sinner – singe
	Listen to the words in the box.	thing - think	singing – sinki
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).		dur nog ti
	1 2 3 4 5	6	7
	Listen. Circle the word or phrase you hear.		
	8 hand / hanged		visited
	9 win / wing		
	10 Robin Banks / robbing banks 11 I ran / rang home yesterday.		understood
	12 They're singing / sinking.		recorded
DSS	Sound pairs 49: /m/ and /n/, /m/ and /ŋ/	had shipping	
	For more on these sounds, see Unit 15.	some – sun	smack - snac
	Listen to the words in the box.	game – gain	some – sung
	1 2 3 4 5 Listen. Circle the word or phrase you hear. 8 term / turn	6 management	7
	9 mice / nice		visited
	10 The son warned / sun warmed me.		understood
	11 It's mine / nine already! 12 You have to swim / swing to the left.		recorded
D56)	Sound pair 50: /l/ and /r/ For more on these sounds, see Unit 13.	light – write	lock – rock flight – frigl
	Listen to the words in the box.	anve - arrive	Inglit - Ing
	Listen. The speaker will say two words from the box.  If you hear the same word twice, write S (same).  If you hear two different words, write D (different).		
	1	6	7
	Listen. Circle the word you hear.		
	8 They played / prayed for the team.		visited
	9 It wasn't long / wrong.		
	10 They glow / grow in the dark.  11 There were flies / fries all around my burger.		understood
	12 Pll collect / correct it tomorrow		recorded

# Sentence stress phrasebook

You will speak more fluently if you say some very common expressions with a fixed pronunciation, like a single word. The expressions below are grouped according to their stress pattern.

Listen and repeat.

000

Good morning.
Good evening.
Excuse me!
How are you?
You're welcome.
I'd love to.

D58 000

What's your name? What's the time? Thanks a lot. Close the door. Yes, of course. Come and see! Don't forget.

0000

A piece of cake.
The shop was closed.
It's time to go.
I spoke to John.
A cup of tea.

0000

See you later!
Just a moment.
Pleased to meet you.
Where's the station?

000

No problem! Don't worry. Keep quiet! Please help us. Who told you? D62

0000

How much is it? How far is it? What time is it? What day was it?

0000

What do you do?
Where are you from?
Where do you live?
Where were you born?
When does it leave?
How do you do?
What do you want?

0000

Can you help me?
Do you like it?
Are you coming?
Was it raining?
There's a problem.

00000

Would you like a drink? Do you want to come? Is it time to go? Is it far from home?

# Glossary

accent An accent is the way the people of a place pronounce their language. For example, people in London and Sydney both speak English, but they have different accents.

auxiliary verb An auxiliary verb is a verb which does not have a meaning by itself; it helps the grammar of the sentence. For example, in Do you like music?, do is an auxiliary verb.

C In this book, the symbol C means consonant sound.

careful speech / fast speech People pronounce sentences differently when they speak carefully. For example, you may use careful speech when you are talking in public or reading aloud. But in normal conversation you would use fast speech.

consonant sound A consonant sound is a sound we make by obstructing the flow of air from the mouth.

contraction A contraction is a short form of an auxiliary verb in writing. For example, are is contracted to re in they're.

emphasising Emphasising in speech is like underlining in writing; we use it to make one word stand out as more important than the others. We can emphasise words by pronouncing them louder, longer and/or higher.

minimal pair If two words are pronounced nearly the same, but they have just one sound different, they are a minimal pair. For example, in the pair ship / sup/ and sheep / sup/, only the second sound is different.

native speaker If you are a native speaker of a language, that language is your first language, the language which you learnt as a young child.

phonemic symbol A phonemic symbol is a letter which represents a sound. For example, the first sound in *shoe* is represented by the phonemic symbol /ʃ/.

rhyme Two words rhyme if they have the same final vowel or vowel and consonant sounds. For example, go rhymes with show and hat rhymes with cat.

sentence stress Sentence stress is the pattern of strong and weak syllables in a sentence. For example, the sentence *How do you do?* is normally said with this sentence stress pattern: OooO (the first and last syllables strong, the second and third syllables weak).

sound A sound is the minimum segment of the pronunciation of a word. For example, the word this has three sounds: 10/1, 11/1 and 15/1.

stress pattern The pattern of strong and weak syllables in a word or sentence is its stress pattern. In this book, stress patterns are represented by big and small circles. For example, the stress pattern of the word *pronunciation* is oooOo.

syllable A syllable is a word or part of a word that has one vowel sound. It may also have one or more consonant sounds. For example, ago has two syllables. The first syllable is just one vowel sound. The second syllable is a consonant sound followed by a vowel sound.

tone A tone is the way your voice goes up or down when you say a sentence. This can change the meaning of the sentence.

unstressed An unstressed syllable is one which is not pronounced strongly.

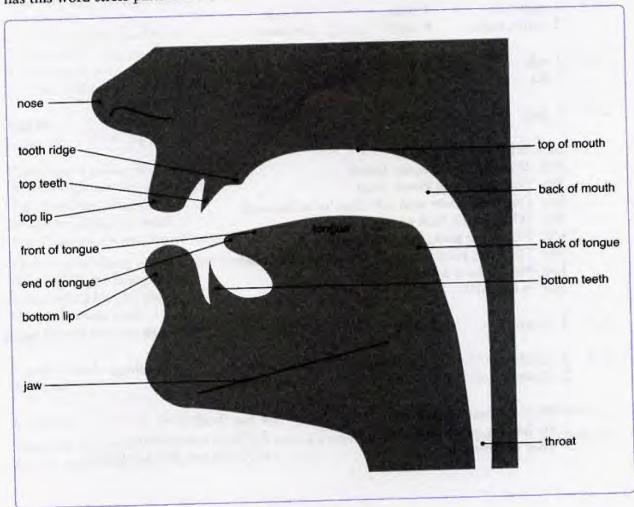
V In this book, the symbol V means vowel sound.

voice Many pairs of consonant sounds are similar, but one of them is voiced and the other is not. For example, /d/ is similar to /t/, but /d/ is voiced and /t/ is not. A consonant is voiced when there is vibration in the throat.

vowel sound A vowel sound is a sound we make when we don't obstruct the air flow from the mouth in speaking.

weak vowels Unstressed syllables often contain a weak vowel. The most common weak vowel is /o/. This is the first vowel sound in about, for example. The vowel /1/ is also sometimes weak, in the second syllable of orange, for example.

word stress Word stress is the pattern of strong and weak syllables in a word. For example, the word decided has three syllables and the second one is pronounced more strongly. So decided has this word stress pattern: oOo.



# Key

1.1 Last week, I sent my son Jamie to the shops to buy some food. He got a piece of meat and two pears. On the way home, the bag broke. The food fell onto the road and got dirty. In the end, Jamie threw the food in the bin.

1.2 1 dog CVC
2 rabbit CVCVC
3 frog CCVC

1.2 1 Philada for A

1.3 1 Phil the fox A
2 Mary the canary B
3 Ida the spider B
4 Claire the bear B
5 Polly the parrot A
6 Deborah the zebra B
7 Myrtle the turtle B
8 Kitty the cat A

1.4 The answers depend on your own first language. See Section D3 for more information about this.

2.1	/eɪ/		/æ/		
	cake table ba	by train eight	hat	hand cat map ra	
2.2	1 eight, ate	3 main	5 rain		
	2 made, maid	4 tape	6 hate		
2.3	1 salt	3 watch	5 care	7 heat	
,	2 far	4 said	6 square		
2.4	1 man	2 cap	3 heart	4 pen	5 hay
3.1	SID: What, in the JOE: No, in the p	d you say bears?  you know, fruit!  ears with a P! They  back of the truck;  ack, you know, with  ack with a P! Would	th a P!		
3.2	1 cheap	2 back	3 pill	4 pets	5 speak
3.3	1 lamb 2 climb	3 cupboard 4 photo	5 receipt 6 psychology	7 combing	
3.4	1 There's a bear in 2 He had the pead 3 They've earned	ch to himself.		boil'. is a nice affair. ld you like a coffee?	

4.1 START prize squares pes exact sells wise str ets lose rise n e songs desert oasis boxes seas cert smiles nose plays phase FINISH

4.2 SID: Alice's niece is nice.

JOE: Are nice, Sid. Plural. Her knees are nice.

SID: I'm not talking about her knees, I'm talking about her niece!

JOE: Oh, I see, niece with a C.

SID: That's right. She has nice eyes.

JOE: How can ice be nice? It's too cold.

SID: Not ice, you fool! Eyes: E-Y-E-S!

- 4.3 1 I'm not going to advise you, you never take my advice.
  - 2 Your tooth is loose. You'll lose it if you're not careful.
  - 3 The shop's very close to home, and it doesn't close till late.
  - 4 I can't excuse people who drop litter. There's no excuse for it.
- 4.4 1 prize 3 suit 5 think 2 he's at 4 saved 6 clothed
- 5.1 There was a young lady called Kate, Who always got out of bed late.

The first thing she said

When she lifted her head

Was 'I thought it was better to wait.'

There was a young waiter called Dwight,

Who didn't like being polite.

If you asked him for food,

He was terribly rude

And invited you out for a fight.

5.2 1 built, build 2 try, dry 3 sent, send 4 hurt, heard 5 white, wide 6 down, town

- 5.3 1 whistle
- 2 needed
- 3 listen
- 4 ended

5 soften

Note that where there are two Cs at the end of a verb in the past tense, the -ed is pronounced /t/, e.g. walked /wo:kt/, liked /laikt/. See Unit 25.

5 aid 5.4 3 breeding 1 whiter 6 Watch 4 taught 2 dry K M E G 6.1 B e ee ee ee Z 0 S e e e ee ee ee 7 wheel 9 feed 5 feel 3 beat 6.2 1 cheek 10 lead 6 sweet 8 seat 2 read 4 mean START 6.3 leave earth health steak dead dream death bread

leave earth health reach heach meat dream dead cream jeans steak chilat east bread tha death heat eak beach break peace search leaf meant seat please team early beat bean head bear wear dreamt sweat clean

- 6.4 1 men 3 beer 5 bird 2 pain 4 leave 6 left
- 7.1 pasta faster Rita metre daughter water
- 7.2 1 from Canada to China 5 a question and an answer 2 The parrot was asleep. 6 a woman and her husband 7 a pasta salad 4 the photographer's assistant
- vowel in weak syllable = /ə/

  woman collect asleep salad
  letter sofa quarter

  vowel in weak syllable = /i/

  orange return market begin visit teaches
  needed peaches women
- 7.4 1 women 3 manager's 5 waiter's 7 officer's 9 drive 2 address 4 teaches 6 dancer's 8 away 10 races

  8.1 1 3 2 4 3 2 4 4 5 4

8.2 SID: My wife's left me.

IOE: Your wives left you? How many wives did you have, Sid?

SID: One wife. And now she has left me.

JOE: Oh, I see, wife's with an F, not wives with a V!

SID: That's right! Yes, she took the van and drove off.

JOE: What did she want the fan for?

SID: I said van, you know, a kind of vehicle.

JOE: Oh, I see: van with a V, not fan with an F!

8.3 E 0 5 ٧ E 1 U L V E V G F H A F E H E V G 0 L E

1 thief's 8.4 2 view

3 copy 4 vote

5 verse

6 free

1 up cup 9.1

2 aim game, came

3 ache cake

4 round ground, crowned

5 old gold, cold

6 lime climb

7 air care

8 all call

9 rate great, crate

10 ill kill

9.2 1 bigger

3 ache

4 rocks

9.3 SID: Hey, there's the monster!

IOE: That's just a log.

SID: Yes, it's Loch Ness.

JOE: No, not Loch. I mean log, you know, from a tree!

SID: I've never seen a tree with a lock.

JOE: No, not a lock that you open with a key; a log with a G!

9.4 1 coast

2 glasses

3 bag

4 coat

10.1 1 worth

6 wise

11 while

2 hear, year

7 hall, wall 8 weighed

12 heat, wheat

3 your, wore

9 hill, will

13 wake 14 high, why

4 win 5 hate, weight, wait

10 heart

15 hold

10.2 1 under 3 who

5 honest

2 whole

4 untie

6 write

	Key	
10.3	2 Haley's horse hurried ahead. /h/ h h h h  3 This is a quiz with twenty quick questions. /v w w w w  4 We went to work at quarter to twelve. /w/ w w w w  5 New York University student's union. /j/ j j j j  6 The hen hid behind the hen house. /h/ h h h h	
	7 Which language would you like to work in?	W
10.4	1 heart 3 vest 5 juice 2 earring 4 aware 6 sheet	
11.1	words with the vowel /aɪ/	words with the vowel /ɪ/
	wife wine wide light life line lime mice mine mile mite night nice nine fight fine file time sight side site quite (and also lice might mime Nile tight tile tide)	will wish win mill fit fill fish tin sit sin quit (and also wit lit nit fin till sill quill)
11.2	- Diff the Off	/ai/ 1 /i/ 4 /ai/ 3 /i/ 1 /ai/ 2 /i/ 2 /ai/ 2 /i/ 3 /ai/ 1 /i/ 2 /ai/ 1 /i/ 0
11.3	1 might time 3 lip pill 2 lick kill 4 kiss sick	5 pitch chip 7 dice side 6 tick kit 8 lights style
	The state of the s	a tours 4 life

11.3	2 lick kill	4 kiss sick	6 tick kit	8 lights	style
11.4	1 live	2 feel	3 letter	4 lift	

Belgian German Japanese Welsh Russian Dutch Chinese Chile Polish Turkish French	contains /dʒ/	contains /ʃ/	contains /tʃ/
The second secon			Dutch Chinese Chilea
			the last the state of

12.2 SiD: It's fish and chips for lunch, Joe!

JOE: Ships!? I can't eat ships, they're too big!

SID: I said chips, you know, fried potatoes!

JOE: Oh, I see, chips with a CH, not ships with an SH.

SID: That's right. You're a genius, Joe!

JOE: Was the fish expensive, Sid?

SID: No, it was cheap.

JOE: Jeep!? You bought a Jeep?

SID: No, cheap, the opposite of expensive.

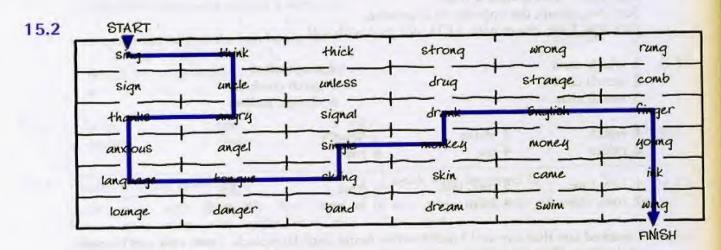
JOE: Oh, I see, cheap with a CH, not Jeep with a J!

- 12.3 1 which chair 4 stage joked 5 catch chickens 3 watch chat 6 change jackets
- 12.4 1 watch 3 shave 5 What's 2 ridges 4 use 6 trees
- 13.1 1 late, rate 3 rare, lair 5 lend 7 leg
  2 rose, rows 4 learn 6 lie, rye 8 reach
- 13.2 I worked late that day and I didn't arrive home until 10 o'clock. I was very wet because of the rain. Then, to my surprise, my key didn't fit in the lock. So I looked closely at my keys and saw that they were the wrong ones. I had left my house keys at work. So I got back on my motorbike and rode back to the office to collect them. I got home really tired, so I went to bed, read for half an hour, switched off the light and went to sleep.
- 13.3 1 court 2 folk 3 hair 4 should 5 artist

  13.4 1 supplies 2 correct 3 flight 4 cheese 5 drawer
- words with the vowel /eə/ 14.1 words with the vowel /a:/ rare dare fair stair square cart car card far dart star start care hair chair hard chart half calm (and also... fand also... stare hare) fare char) calf hart bard balm fart
- 14.2 Sid: This is a great life, with no worries or cares!
  - JOE: It would be nice if we had cars though, Sid.
  - SID: I didn't say cars, I said cares!
  - JOE: Oh, I see. Not cars, as in traffic, but cares with an ES at the end!
  - SID: That's right. I've always loved sleeping under the stars.
  - JOE: But why? There's hardly any space under the stairs!
  - SID: No, not stairs, stars! You know, little lights in the sky.
  - JOE: Oh, stars! I thought you said stairs, that people walk up!

14.3	1 Am 2 Eng	3 Am 4 Am	5 Am 6 Eng	7 Eng
14.4	1 heart 2 no way	3 far 4 part	5 beer 6 come	

15.1 /m/ = 19 /n/ = 11 /n/ = 5



15.3 Sid: Hey, Joe, your coat is very worn.

JOE: No, it isn't warm. I always feel cold in this coat.

SID: No, not warm! I said worn, with an N!

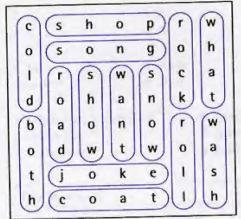
JOE: Oh, worn with an N! SID: Yes, the cloth is thin.

JOE: What do you mean "the cloth is thing"?

SID: No, thin with an N at the end, not thing with a G at the end!

15.4 1 Robin 2 ran 3 swim 4 son warned 5 sinking

16.1



words with /əu/	words with /p/
cold both road show snow roll joke coat	shop song want rock what wash

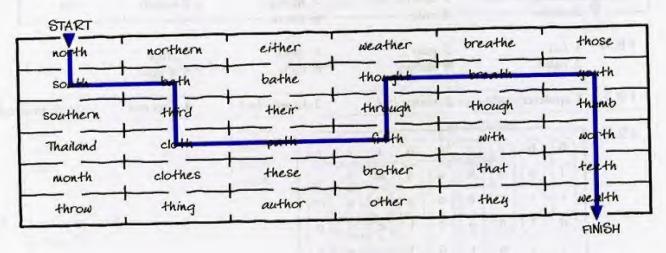
16.2 1 come 3 love 5 cloth 7 lost 2 most 4 cow 6 word

1 A-B 2 B-A 3 A-B 4 B-A 5 A-B

16.4 1 coast 2 shut 3 boat 4 woke 5 found

17.1

16.3



Arthur had a brother
And he didn't want another.
And of the brothers, neither
Wanted sisters either.
The last thing on this earth
They wanted was a birth.
So Arthur's mother Heather
Got them both together,
And told them all good brothers
Should learn to share their mothers.

17.3	1	bath	3	thin	- 5	thought
	2	through	4	thick		death

17.4	1	use	3	Free	5	breeding
	2	taught	4	clothed		These are

IN	/u:/		
studied London summer months pub lunches much	school two June food true too		

mines &

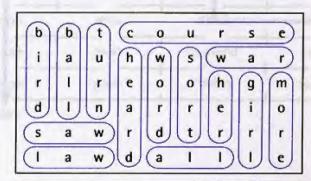
18.2	1 month, June	3 won, Cup	5 full, moon
	2 son, brother	4 juice, good	6 wood/would, would/wood

18.3	1 book	3 does	5 group	7 south
	2 rude	4 rule	6 move	

18.4	1 cat	3 gun	5 'pool'	7 shut
	2 calm	4 shows	6 luck	8 a gun

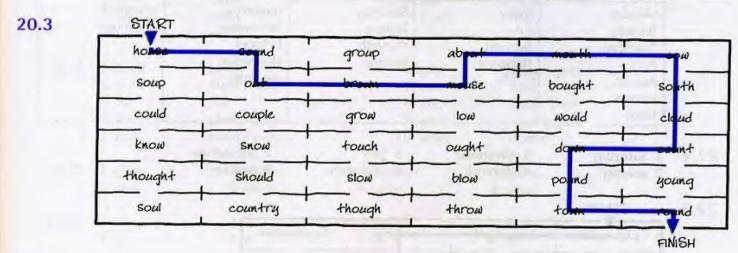
19.1	1 quarter /ɔː/	2 thirty /3:/	3 fourth /ɔː/	4 first /3:/	5 fourteen /ɔː/
------	----------------	---------------	---------------	--------------	-----------------

19.2



Word	ls with	/31/				Word	ls with	h /ɔː/					
bird	turn	heard	word	her	girl	ball	sort	more	course	war	saw	law	all

- 19.3 1 A 3 B 5 A 7 A 9 B 2 B 4 A 6 B 8 B
- 19.4 1 far 3 walk 5 pot 7 her 2 worst 4 shut 6 beard 8 walked
- 20.1 1 boys /ɔɪ/, bows /au/ 4 point /ɔɪ/ 7 hour /au/ 2 noise /ɔɪ/ 5 how /au/ 8 flower /au/ 3 found /au/ 6 boil /ɔɪ/ 9 enjoy /ɔɪ/
- 20.2 /ɔɪ/ (4 words) /ɑʊ/ (6 words)
  enjoy noisy points choice down town loud shout out around



- 20.4 1 toy 2 Good boy 3 found 4 tone
  - 2 syllables

    aunt
    cook
    dad

    teacher
    uncle

    2 syllables

    3 syllables

    grandfather
    officer
    passenger
  - 21.2
     1 bought CVC
     6 laugh CVC

     2 eyes VC
     7 two CV

     3 key CV
     8 youth CVC

     4 day CV
     9 weigh CV

     5 through CCV
     10 rhyme CVC
  - 21.3 1 /dei/ = day /eid/ = aid 4 /ti:/ = tea /iit/ = eat 2 /nəu/ = no /əun/ = own 5 /mei/ = may /eim/ = aim 3 /pei/ = pay /eip/ = ape 6 /sei/ = say /eis/ = ace

21.4 The correct number of syllables is:

interesting	Ooo	3 syllables	vegetables	Oc	oo 3 syllables
restaurant	Oo	2 syllables	chocolate	Oo	
Wednesday	Oo	2 syllables	general	Oo	2 syllables
different	Oo	2 syllables	lovely	Oo	2 syllables

Note that in some words you can almost hear the missing syllable.

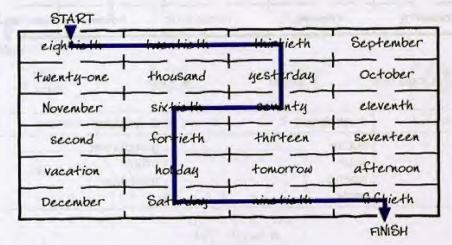
- 21.5 1 Walt-er walked to-wards the wait-er. = 8 syllables
  - 2 Bett-y bought a bett-er bit of butt-er. = 10 syllables
  - 3 The fat cat sat on the vet's wet hat. = 9 syllables

22.1

Oo	00	000	000	000
Monday Tuesday	today July	Saturday holiday	tomorrow September	seventeen afternoon
Thursday April	thirteen thirteenth	thirtieth seventy	October November	
August second thirty			eleventh	

22.2 1 Saturday 3 afternoon 5 July 7 tomorrow 2 seventy 4 eleventh 6 seventeen 8 holiday

22.3



22.4 1 17 3 50 5 30 2 14th 4 1916 6 80

He told me. I like it. Close the door. 23.1 1 000 tomato What happened? Were you cold? Does he drive? 2 000 afternoon They arrived. They listened. 3 000 December It's open.

2	3	2

0000	0000	000	0000
What do you want? Give me a call. What did she say?	The bus was late. The water's cold. It's cold and wet.	Come and look. Where's the car? What's the time?	Close the window. Nice to see you. Phone and tell me.

#### 23.3 Can't Pete drive?

Doesn't Oscar listen?

Can't you make Jennifer talk to you?

23.4	1 B	2 B	3 A	4 B	5 A	6 A
24.1	1 lie	fly		5 lime	climb	
	2 lock	clock		6 late	plate	
	3 rain	train		7 route	fruit	
	4 key	ski				
24.2	1 back	black		6 pay	play / pray	
- 11-	2 fight	flight / fright		7 two	true	
	3 fat	flat		8 say	stay / slay	
	4 go	glow / grow		9 sin	skin / spin	
	5 pain	plain / plane		10 send	spend	
24.3	1 glass	3 fright	5 str	eam	7 plane	
	2 play	4 tooth	6 sta	у	8 smell	
24.4	1 B	3 A	5 A		7 B	
	2 A	4 B	6 B		8 A	
25.1	1 field	feel / feed		5 shelf	shell / chef	
	2 change	chain		6 wealth	well	
	O.				14	

- 25.2 A: OK, first question. What's the eighth month in the year?
  - B: It's August.

3 six

4 build

- A: Correct! Second question. What's the highest mountain on Earth?
- B: Mount Everest.
- A: Correct again! Mount Everest! Next question: Which city is furthest east in Europe: Athens, Brussels or Budapest?

7 guest

8 wild

B: Is it Budapest, or perhaps Brussels?

sick

bill / bid

- A: No, it isn't. It's Athens. OK, last question. What's the biggest land animal in the world?
- B: The elephant.
- A: Very good! Three out of four correct, that's seventy-five percent!

guess / get

while / wide

25.3 1 I think old cars are better.

2 The bank ought to be open by now.

3 I think all the time.

4 These big cars hold eight people.

5 Did he film other kinds of movies too?

6 Three people have six eyes.

7 If you took aspirins, your head wouldn't ache.

25.4	1 cook	3 didn't	5 guess	7 pasta
	2 helper	4 learnt	6 burnt	8 mix

7 f 26.1 5 d 1 b 3 g 4 a 6 e 2 c

26.2	1 syllable 0	sings goes gets comes sees pulls
	2 syllables Oo	watches dances kisses washes closes pushes

26.3 1 Hands up!

2 e

2 There are many different kinds of whale.

3 My favourite subject's chemistry.

4 The wind's very strong today.

26.4	1 bird 2 guests	3 arms 4 song	5 car 6 books	7 bag 8 shop	9 class 10 boxes
27.1	1 h	3 g	5 i	7 j	9 b
	2 e	4 c	6 a	8 f	10 d

27.2	1 syllable	0	walked washed helped phoned danced asked
	-ed = extra syllable	On	hated needed waited wasted tasted ended

000	OoOoOo (-ed = extra syllable)
Ken cooked lunch.	Karen counted money.
Fred phoned friends.	Stella started singing.
Marge mixed drinks.	Alice added sugar.
Will watched films.	Sheila shouted loudly.

27.4	1 walked	3 laugh	5 hated	7 needed
	2 want	4 danced	6 help	8 paint

- 28.1 1 How did you react when you saw the actor coming in?
  - 2 The writer decided to rewrite the whole book.
  - 3 The painter tried to repaint this part of the picture.
  - 4 We asked the printer to reprint the whole document.
  - 5 The viewer will be able to review this programme tomorrow.
  - 6 They had to replay the match after a player was hurt.
- 28.2 1 answer 4 guitar 7 shampoo 2 mistake 5 complete 8 reason 6 promise
- 28.3
   1 progressed = oO
   progress = Oo

   2 import = oO
   export = Oo

   3 protest = Oo
   rebelled = oO

   4 desert = Oo
   contrast = Oo

   5 produce = oO
   objects = Oo
- 29.1

Oo	000	0000
bookshops shoe shops snack bars something playground handbag	anything post office hairdresser's everything hamburger sports centre swimming pool credit card	shopping centre travel agent's supermarket

29.2 The following should be circled.

1 second hand	4 short-sighted
2 old fashioned	5 half price
3 hand made	6 first class
J Hand Hinde	

- 29.3 1 a Yes, I have.
  2 b No, I haven't.
  3 a Yes, I have.
  4 a Yes, I have.
- 30.1 1 believer, believable, unbelievable, unbelieving
  - 2 enjoyable, unenjoyable, enjoyment
  - 3 careful, carefully, careless, carelessness, carer, caring, uncaring
- 30.2

00	nation, clinic, public					
000	relation, romantic, discussion					
0000	population, scientific, pessimistic					
00000	communication, pronunciation, investigation					
000000	identification					
0000000	telecommunication					

31.2	Oo	000	0000	00000
31.1	1 personality 2 university 3 publicity of 4 majority of	00000 000	6 reali 7 hum	onality 00000 ity 0000 anity 0000 tricity 00000
30.3	1 introduction 2 basic Oo 3 economic of 4 description 5 romantic of 6 competition	0000 000 000	8 celeb 9 diplo 10 oper 11 expl	mistic ooOo oration ooOo oration ooOo anation ooOo anation ooOo

Oo	000	0000	00000	0000
physics history nation	chemistry geography	economy geology photography	sociology nationality	economics mathematics

a son broken sW 4

My favourite subjects at school were sciences, especially chemistry and biology. I've always been 31.3

31.3	good with number like sociology and	ers, so I was g d <i>history</i> , and	ood at mathema that's strange be	tics. I didn't really like the so cause when I went to univer-	cial science subjection is sity I did geograf	
31.4	.4 1 civilisation 2 biology		3 personality 4 legalisation	5 author		
32.1	1 Sorry! 2 Go straight on		3 Run! 4 Don't move!	5 Don't worry	- openius	
32.2	1 Smile! 2 Look out! 3 Go away!		4 Don't look down! 5 Sorry!			
32.3	1 Don't sleep! Stay awake! Say please! Don't be rude! Sit down! Eat your food!					
	2 Stand still! Stay to Don't move! Tak	there!				
33.1	1 000	2 0000	3 00	4 O000O	5 OoO	
33.2	1 it 2 a	3 are 4 can	5 of 6 or	7 some 8 my		
33.3	1 Eat some cheese. 1 2 That was the man. 2			5 Go to the shops. 2 6 Go home. 0	edino	
	3 What was his name? 2 4 What for? 0			7 Turn to the right. 2		

# 33.4 Drink milk. 34.1 34.2

Drink some milk. / Drink the milk.

Drink it with milk.

Drink some of the milk. / Drink it with the milk. / Drink it with some milk.

Turn right. Turn it right.

Turn to the right.

Turn it to the right.

#### Possible answers:

1 He read the book. / I read my book.

2 We sang a song. / You sang that song.

1 Can you give it to them please?

2 Did you meet their daughter, Catherine?

3 I don't think he likes her.

4 What did she say to them?

1 He's buying presents for them. 34.3

2 They're opening their presents.

34.4 1 We've done it

2 I'll ask him

3 I'll see you

3 They drank some milk. / It drank the milk.

4 We ate our lunch. / She ate some lunch.

5 Where did she buy her guitar?

6 What's his mother's name?

7 Where are your parents from?

8 We bought presents for our children.

3 They'll thank him for the presents.

4 He'll thank her for the money.

4 He's gone to

5 I'll tell her

There are a lot of books in the picture. Some of them are on the desks and some are on the 35.1 shelves. There are some trees outside the windows. The windows are open. There are some pens on one of the desks.

35.2 1 a 2 b 3 a 4 b 5 b

35.3 1 are 2 was

3 was 4 were 5 are 6 are 7 was 8 is

9 are 10 were

35.4 1 are 2 were 3 is 4 are

5 was 6 was

7 was 8 are

9 was 10 are

1 Where do they live? 36.1

2 What did she say?

3 Where will they work?

4 What did you see?

5 Where have they gone?

6 Who did we meet?

7 Where will he sit?

8 When will it end?

9 Where have you been?

10 Who has she asked?

- 36.2 1 Where do you live? OooO
  - 2 Where do you work? OooO
  - 3 Are you married? ooOo
  - 4 What does he teach? OooO

- 5 Where does he teach? OooO
- 6 Where did you meet him? OooOo
- 7 When did you get married? OoooOo
- 1 Who have / Who've you told? 36.3
  - 2 What did he say?
  - 3 When do you start?

- 4 Where has / Where's he gone?
- 5 How do you do?
- 000000 00000 37.1 00000 0000 a packet of biscuits a bottle of wine a jar of honey a bowl of soup a kilo of carrrots a carton of milk a bag of apples a pot of tea
- 9 for 7 a 5 and 3 for 37.2 1 and 10 of 8 some 6 to 4 of 2 an
- 6 as fast as that 37.3 1 it's time for lunch 7 a meal for two 2 some egg and chips 8 the box of food 3 the bag of nuts 9 some fish or meat 4 to drink and eat
- 5 He can't cook a meal. 37.4 1 We had a nice cup of tea. 6 Have an ice-cream! 2 I don't want to go out tonight. 7 Come in and sit down. 3 I need a drink of water.
  - 4 We cooked a chicken.

5 to cook some rice

- 6 a notion 38.1 1 felt able 7 stop turning 2 no new 8 escape terror 3 cooks take 9 men cheer 4 see new 10 learnt 'yes' 5 faced old
- 1 Known uses good news, as they say. No news is 38.2
  - 2 Have you phone jaw parents this week? phoned your
  - 3 I've never her July before. heard you lie
  - 4 I think I fell train; let's go inside. felt rain
  - 5 These ship steak cars across the river. ships take
  - 6 They join does for dinner. joined us
  - 7 We stop choosing the typewriter when we got the computer. stopped using
- There was \_ an \_ old man called Greg, 38.3 Who tried to break open an egg. He kicked \_ it \_ around, But fell on the ground, And found that he'd broken a leg.

20.1	1 TOM /tir <sup>j</sup> əu <sup>w</sup> em/	4 TANIA /ti: ejenarjei/		
39.1		5 ROSIE /q: 'puwesar i:/		
	2 BEN /biː ˈjiː ˈen/	To de equation and the mark of		
	3 ERIN /ir <sup>j</sup> ar <sup>r</sup> ar <sup>j</sup> en/			
39.2	1 blue_w and grey	4 her_r or you		
00.2	2 me_j and you	5 away j or here		
	3 why j or where	the comment of the contract of		
	3 why j of where	and become and a possible frame furthern I be		
39.3	1 Are you into golf? winter	6 It's quarter to eight already. wait		
	2 He has hair over the ears. years	7 Do I owe you anything? why		
	3 It's starting to ache. wake	8 Her eyes are a strange colour. rise		
	4 I'm not sure I'd agree with you. ride	9 You should know better at your age! rage		
	5 She has a shower each morning. reach			
	3 She has a shower turn	men mould beat most fill		
40.1	1 a sum 2 a beach	3 a coke 4 a cheek		
	b sung b beak	b coach b cheap		
	5 5			
40.2	1 (arc) art 3 (ache) eight	5 (lime) line		
40.2	2 (tribe) tried 4 (wing) win	6 (bag) bad		
	Z (thoe) the	the way to be a second or the second of the second or the		
40.3	1 I got this cup by winning the game.	3 Her heart broke when he left her.		
40.3	2. I'll have to warm my hands.	4 It's the last term before the holidays.		
	2. I'll have to warm my hands.			
41.1	1 noose news	5 robin robbing		
41.1	2 art heart	6 <del>look</del> luck		
	3 den then	7 <del>old</del> hold		
	4 tank thank			
41.0				
41.2	A Can I halo would			
	B: Yes, I'd like to see I'm sorry, how do	you pronounce this name?		
	A: O'Shaughnessy. Doctor O'Shaughnessy.	A Discourage of the state and said to		
	B: Yes, I'd like to see Doctor O'Shaughnes	sy, please.		
		,,,		
	2			
	A: My name's Mark.	commendation and included the second		
	B: Sorry, Mike, you say?			
	A: No, Mark. M-A-R-K.			
	3			
	A: My surname's Vaugn.			
	B: Sorry, could you repeat that, please?			
	A: Vaugn.			
	B: Vaugn? How do you spell that?			
	A: V-A-U-G-N.			
	B: Oh yes, I've seen that name before!			

- 41.3 3 Sorry, could you repeat that, please?
  - 2 Sorry, I don't understand.
  - 1 How do you pronounce that?
  - 4 Can you speak more slowly, please?
- 42.2 1 There was nothing inside / It was empty.
  - 2 We walked carefully downstairs / It was dark.
  - 3 I watched him / Silently he opened the drawer.
  - 4 The rain didn't stop the next day / It just carried on.
  - 5 The weather was hot / At the weekend it was 40 degrees.
  - 6 I saw her clearly / She was hungry.
  - 7 It was cold / Last night the roads were icy.
- 42.3 Name: Martin Britton
  - Address: Flat 6

98 Carlowe Road

Middleton

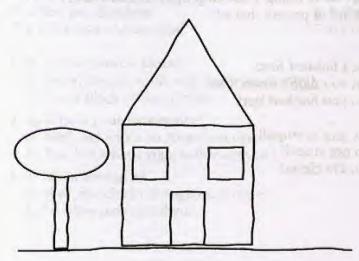
Postcode: DG16 H39 Telephone: 691 2281

email: mbrit@jetcom.uk

- 43.1 1 a It was a small car / with a red stripe along the side.
  - b It was a small car with a red / stripe along the side.
  - 2 a Do you want chicken and chips / or fish and salad?
    - b Do you want chicken / and chips or fish and salad?
  - 3 a Derek can wear the most / expensive suit but he never looks smart.
  - b Derek can wear the most expensive suit / but he never looks smart.
- 43.2 1 Take your boots and ski suit / and a dress and some nice shoes for the evenings.
  - 2 Take a hat and sunglasses and T-shirts / and an umbrella in case it rains.
  - 3 Take a smart suit and a shirt and tie / and some casual clothes for the weekend.
  - 4 Take your camera and some good walking shoes / and a towel and bathing costume for the beach.
- 43.3 A man wanted to buy his wife a new dress / because it was her birthday / so he went to a department store / and looked around / and he was looking for about an hour / but he couldn't decide / and finally this shop assistant came / and asked if he needed help / he said he was looking for a dress / and the shop assistant asked / is it for you sir?
- 44.1 1 B is looking in a business appointments book.
  - 2 B is doing a mental calculation.
  - 3 B is checking in a personal diary.
  - 4 B is looking in a wallet.

- 44.2 1 I don't really have much time to ehm ::: to listen to music
  - 2 Yeah, I love Brazilian music, people like Gal Costa •••
  - 3 She plays quite a lot of instruments, piano, guitar •••
  - 4 Dad's really into classical music, you know, specially Mozart •
  - 5 I started the piano when I was, let's see, ehm ::: fifteen •
- 44.3 I didn't go to the concert because I lost my ticket. Well no, I didn't actually lose it, it was in my jeans pocket, you see, and I put it in the washing machine. So anyway, I went to the door of the theatre and they said it was no good.
- 45.1 1 Her computer fell on the floor and she lost all her data.
  - 2 He asked for a glass of water with lemon and ice.
  - 3 She's got a place at university.
- 45.2 1 Well 2 anyway 3 Well 4 anyway
- 46.1 It's really cold in Montana sometimes. Your beard and moustache get full of ice and you feel the air freeze, in your nose and mouth.
- 46.2 Debbie you know
  Kimberly kind of
  Greg like
- 46.3 We don't like have coffee breaks, I mean we just like get a coffee or tea and sort of like take it back to our desks, you know, but it's kind of dangerous 'cause, I mean, people sometimes like knock the drink over the computer, you know.
- 46.4 1 I don't think these are the men, you know.
  - 2 I've taught you everything you know.
  - 3 Do you know the place I mean? It's just over there.
  - 4 She's not the one. I mean, she's too tall.
  - 5 They're *like* wild animals.
  - 6 This is, like, Arctic weather.





- Key 47.2 1 Take a piece of paper and a pen. 4 Draw a triangle on top of the square. 2 Draw a line across the page. 5 Draw some windows and a door. 3 On top of that line, draw a square. 6 Draw a tree to the left of the house. 47.3 1 Check that everything looks right and then send it. 2 Click here so you get a new page. OK, and now write the title at the top. 3 Make sure you save that OK and now close the program. 4 You will see the icon on the right of your screen. 5 Open the program, right and now start a new document. 6 I think it's ready now you can switch it on 48.1 1 a What she said was good. 1 b What she said was 'Good!' 2 2 a He said, 'Linda was married.' 2 b He said Linda was married. 1 3 a That's the thing she said. 2 b 'That's the thing,' she said. 1 4 a He wrote a letter to the president. 1 b He wrote 'A letter to the president'. 2 5 a I don't know what I thought. 2 b 'I don't know what,' I thought. 1 6 a She says, 'What she thinks is right.' 1 b She says what she thinks is right. 2 7 a 'Who?' wrote Julius Caesar. 2 b Who wrote Julius Caesar? 1 8 a Who said 'Martin'? 1 b 'Who?' said Martin. 2 48.2 So I say to Claire 'Where's David, Claire?' and she says 'Oh, he's staying at home to do his homework,' and of course I thought, 'Oh no he's not!' Because I saw him, you see, going into the café with Lorraine and I said, 'Hi David!' and he went completely red, and Lorraine said, 'We're doing a school project together,' and I thought, 'Oh yes, I know what kind of project that is!' 49.1
- B: No, I finished first!

  B: No, you didn't finish first!

  B: No, you finished last!
  - B: No, <u>you're</u> stupid!

    A: You're stupid!

    B: I'm <u>not</u> stupid!

    B: No, I'm <u>clever!</u>

manufacture of the first of the first

- A: I won't pass. 49.2
  - B: You will pass.
  - A: You'll pass.
  - B: I don't know.
  - A: You won't fail.
  - B: I might fail.
  - A: I will fail.
  - B: The exam's not hard.
  - A: It's very hard.
  - B: But not too hard.
  - A: Too hard for me.
  - B: But you're very clever!
  - A: You're the clever one.
  - B: Yes, I suppose you're right.
- 1 It's cold ... very cold. 50.1
  - 2 It's a bag ... a plastic bag.
  - 3 My name's Bond ... James Bond.
  - 4 It's in Asia ... central Asia.
  - 5 He's a composer ... a French composer.
- A: It's very quiet. 50.2
  - B: Too quiet.
  - A: I think something's wrong.
  - B: Very wrong.
  - A: I don't like it.
  - B: I don't like it at all.
  - A: Let's get out of here.
  - B: Let's get out fast!
- 1 a Near Milan, yes. 50.3
  - 2 a I'm a graphic designer.
  - 3 a Yes, a very nice flat.
  - 4 a Well, I'm learning French.
  - 5 a Yes, I lived there for a year.
  - 6 a Yes, two brothers.
  - 7 a I like jazz and classical.

- 1 b Near Milan, yes.
- 2 b I'm a graphic designer.
- 3 b Yes, a very nice flat.
- 4 b Well, I'm learning French.
- 5 b Yes, I lived there for a year.
- 6 b Yes, two brothers.
- 7 b I like jazz and classical.

- 1 A: A black coffee please. 51.1
  - B: Sorry, do you want milk with your coffee?
  - A: No, a black coffee, please.
  - 2 A: What's your nationality?
    - B: Well, my wife's an American citizen.
    - A: Yes, but what's your nationality, sir?
  - 3 A: What time is it?
    - B: Well, the clocks changed last night ...
    - A: So what time is it then?

100W - 2 2

51.2 1 a-1, b-2 2 a-1, b-2 3 a-2, b-1 4 a-1, b 2

52.1 1 A: I'd like a salad please.

B: A mixed salad or a Greek salad?

A: What's the difference?

B: Well, a mixed salad has tuna and a Greek salad has cheese.

2 A: I'd like to stay two nights please.

B: Do you want full board or half board?

A: What's the difference?

B: Full board includes all meals and half board includes just breakfast and dinner.

3 A: We'd like a room for two please.

B: Would you like standard or deluxe?

A: What's the difference?

B: Standard has a mountain view and deluxe has a sea view.

52.2 1 a-2, b-1 2 a-2, b-1

52.3 1 b-a 2 a-b 3 b-a

53.1 1 b 2 b 3 b 4 a

53.2 1 A: No, the bathroom!

2 A: No, he's retired!

3 A: No, a bookshelf.

4 A: No, I said impossible!

5 A: No, downstairs!

54.A If a person who has a bad quality accuses you of having that same bad quality, you can reply 'Look who's talking!'

If somebody tell you their plan, and the plan is very unlikely to succeed, you can reply "You'll be lucky!"

54.1 1 2 3 4 1

The meaning of the expressions in this exercise is:

You must be joking. - If someone makes a suggestion and you think it is a very bad idea, you can say this.

Chance would be a fine thing. - If someone is telling you about something you would like to do if you had the opportunity, you can say this.

Go for it! - When someone is about to start a performance, you can encourage them by saying this.

Give me a break. - If you achieve something in difficult circumstances and someone nevertheless complains about it, you can say this.

54.2 1 a - Who? Solution b - Who?

2 a – What?

3 a - Yes? b - Yes.

4 a - When? b - When?

4 b 3 a 54.3 2 b 1 a 55.1 1 A: Which way? A: When? B: Left. B: Tomorrow. A: What? / A: When? / B: Left. B: Tomorrow. A: In front of the shop? ✓ A: Tomorrow? ✓ B: Yes. B: Yes, tomorrow. 55.2 School Book Supermarket shop Shoe shop Cinema Big house 5 It's a long way (.) 1 Right at the lights (?) 55.3 6 Under the bridge ( . ) 2 Next to the supermarket (?) 7 Take the next left (?) 3 It's this one (.) 4 It's opposite the school (?) 5 Can you drive? 1 Have you been to America? 56.1 6 Where's he going? 2 What do you study? 7 Do you like it? 3 What time is it? 4 Are you over eighteen? 56.2 1 Where in Cuba? 2 And what's your name? 3 Where do you live? 4 What do you study?

5 When will you finish?

56.3	1 a Do you have a b Do you have a			
	2 a What's your fire			
	b What's your fire			
	3 a What do you o			
	b What do you	A25		
	4 a why did he			
	b why did he			
	5 a where are n			
	b where are n	ny glasses?		
57.1	1 📉	2 3	4	
57.2	1a 💌	1b 📉		
37.2	2a	2b		
	3a 💌	3b N		
			A CONTRACTOR	
	4a 🖊	4b 📉		
	5a	5b 💌		
	6a 🖊	6b 💌		
	7a 💌	7b 💌		
58.1	1 Yes 2 Oh	3 Oh 4 Y	es 5 Yes 6 O	h
58.2	You: Yes / Uh huh / A: Well, you know You: Yes / Uh huh / A: And you know You: Yes / Uh huh / A: And you know You: Yes / Uh huh /	Mmm. w his sister Linda? Mmm. w she's an actress? Mmm. w she's worked in a few Mmm. w she was making and Mmm. bit her and she's very	other movie in Australia?	
58.3	1 Oh, really!	2 Oh, really.	3 Oh, really!	4 Oh, really.
59.1	1 It's nice. 2 We're quite good 3 Yes, it is, but 4 I don't know. 5 Yes.		6 He does, but 7 She likes you . 8 They're friendly, 9 Not bad .	but
59.2	1 disagreeing	2 disagreeing	3 agreeing	

Male and on long a

- 59.3 1 How's your headache? It isn't getting worse, is it?
  - 2 Those flowers are lovely, aren't they?
  - 3 You haven't seen my glasses anywhere, have you?
  - 4 Torsen's a great player, isn't he?
  - 5 I'm not sure. He was from Brazil, wasn't he?
  - 6 I can't quite remember. You need 40 points to win, don't you?

  - 8 She isn't a very good swimmer, is she?
  - 9 I'm not sure. It starts at nine, doesn't it?
  - 10 It wasn't a very interesting game, was it?

people they like	people they don't like	
Anne Kathleen	Jeremy Gail Tim	

#### 60.2 Possible answers

- The beach was quite nice.
- You: Nice? It was absolutely fantastic!
- The weather was good.
- You: Good? It was brilliant!
- The nightlife was OK. A:
- You: OK? It was amazing!

- The shops were nice.
- You: Nice? They were brilliant!
- The people were OK.
- You: OK? They were absolutely fantastic!
- The flight was good. You: Good? It was brilliant!

- 60.3 1 a Brilliant!
  - b Brilliant!
  - 2 a Well done!
    - b Well done!

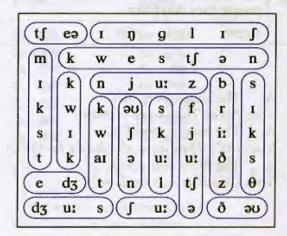
  - 3 a Amazing!
    - b Amazing!
  - 4 a Delicious!
    - b Delicious!

  - 5 a Excellent! b Excellent!

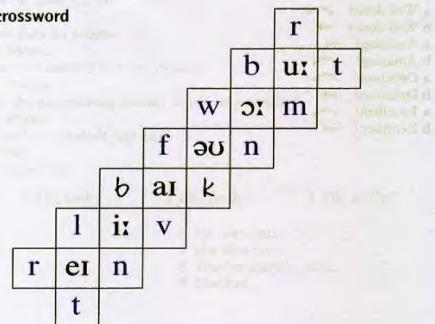
#### Section D Reference

#### The phonemic alphabet

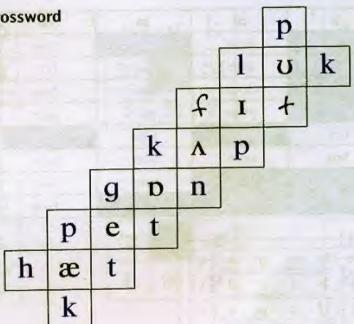
- D1.1 1 For writing: pencil paper pen notebook
  - 2 In the office: desk fax computer telephone
  - 3 Body parts: neck head hand leg
  - 4 Farm animals: hen pig sheep cow
  - 5 Colours: green blue red black
  - 6 Verbs: get take give go
  - 7 Numbers: seven ten three five
- D1.2



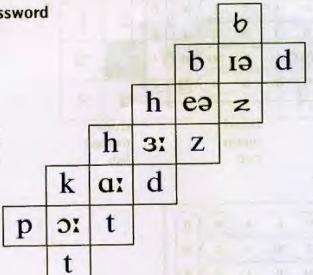
D1.3 1 Long vowel crossword



2 Short vowel crossword



3 Vowels before R crossword



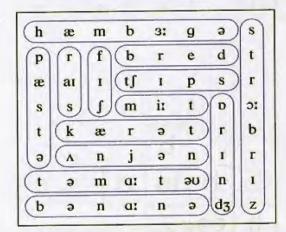
D1.4 1 jumping

- 2 washing
- 3 using
- 4 bathing
- 5 singing
- 6 thinking
- 7 playing

D1.5

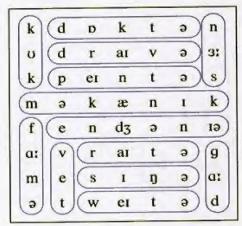
- 01	)IC	ıc	IĐ	eə	aı	ir
w	A- 107 N	wore	1970	wear	why	we
f	10 3 6	four	fear	fair	1 50 to 10	
d		door	deer	dare	die	
p	Mark Prince	pour	pier	pair	pie	pea
t	toy	100	tear		tie	tea
b	boy	bore	beer	bear	buy	be
h	MAN PARTY	A SECTION	here	hair	high	he
ſ	De la Contraction de la Contra			share	shy	she

D1.6



hamburger carrot pasta strawberries bread onion rice chips tomato fish meat banana orange

D1.7



doctor engineer cook guard driver writer nurse

painter singer farmer mechanic waiter vet

D1.8	1	r	aı	m
		aı		aı
		t	aı	f

2	t	SI	k
	o!		ıc
	1	ıc	Z

3	W	D	t
	D		D
	ſ	D	p

4	k	Λ	m
	Λ		Λ
	t	Λ	tſ

5	b	æ	k
	æ		æ
	t	æ	p

6	b	U	ſ
	υ		υ
	k	υ	d

7	p	ei	n
	ei		ei
	d <sub>3</sub>	ei	1

8	j	e	t
	e		e
	S	e	1

9	r	ອບ	t	
	ອບ		ອບ	
	1	อบ	n	

#### D2 Pronunciation test

#### Section A Letters and sounds

- A1 1 want 2 care 3 soup 5 blood 7 bread 6 rude

  A2 1 lamb 3 listen 5 half 7 here 2 receipt 4 hour 6 calm
- A3 1 came 4 rose/rows 7 hi/high 2 cake 5 wait/weight 8 bear/bare 3 late 6 size/sighs 9 burn
- 17 singing 9 vet 13 wine 5 coat A4 1 pen 18 collect 14 back 10 price 6 fair 2 cut 15 hair 11 suit 7 women 3 feel 16 wash 12 code 8 office's 4 west

### Section B Syllables, words and sentences

- B1 1 glass 4 need 7 is 10 does 13 pasta 2 truth 5 wanted 8 were 11 That's a mile 14 guests 3 smell 6 thirteen 9 and 12 support
- B2 1 washes 3 afternoon 5 fortieth 7 supermarket 2 wanted 4 asked 6 builds 8 over
- B3 1 tomorrow 4 Don't worry! 7 first class 2 fifteen 5 today 8 economy 3 Close the door. 6 famous 9 No, it isn't.
- B4 1 S 3 D 5 D 7 D 9 S 8 D 10 S

#### Section C Conversation

- C1 1 a 3 a 5 b 7 a 2 b 4 a 6 b
- C2 1 b 3 a 5 a 7 a 8 a
- C3 1 is 3 is 5 isn't 7 isn't 9 is 2 isn't 4 does 6 isn't 8 is 10 is

### D4 Sound pairs

Sound pai	r 1				
		3 D	4 S	5 S 6 S	7 S
8 bad		9 dead	10 sat	11 merry	12 men
Sound pai	r 2				
1 5	2 S	3 D	4 S	5 D 6 S	7 D
1 S 8 fun		9 cap	10 rang	11 cut	12 He's sung
Sound pai	r 3	OCHEL .			
1 S	2 D	3 S	4 D	5 D 6 S	7 D
8 cat		9 match	10 harder	11 parks	12 hat
	91				
Sound pai				1.hal/9	
1 D	2 S	3 S	4 S		7 D
8 gate		9 pepper	10 west	11 fail	12 pain
	4				
Sound pai			1	. 5	7.10
1 S	2 D	3 D	4 S	5 D 6 S 11 a pear	12 powhere
8 their		9 stairs	10 hey	11 a pear	12 Howhere
C	- 6				0.0
Sound par			4.0	5 D 6 S	7 5
1 S	2 D	3 \$	4 S 10 cars	11 fair	
8 far		9 bare	10 cars	11 tan	
Sound pa	ir 7				
			4 S	5 S 6 D	7 S
1 D	2 5	3 D 9 park	10 stores	11 part	
8 form		y park	10 500100	The Party	
Sound pa	ir 8				
		3 S	4 D	5 D 6 S	7 S
2 where	2 1	9 dare	10 cheers	11 hear	12 air
Sound pa	ir 9				
1 5	2 D	3 S	4 S	5 D 6 D	
8 heart		9 much	10 dark	11 cart	12 come
					Tow 8
Sound pa	ir 10				
1 5	2 D	3 D	4 S	5 S 6 S	
8 cheap		9 fit	10 live	11 feel	12 to sit
entall 32 -					
Sound pa	ur 11			2.2	m.C
1 D	2 S	3 S	4 D	5 S 6 D	7 S
8 we're		9 knee	10 pier	11 feed	12 here

Sound p	air 12				
1 S	2 D	3 S	4 S	5 S 6 D	7 S
8 turn		9 learned	10 Jenny	11 bird	12 west
Sound pa	air 13				
1 D	2 S	3 S	4 D	5 S 6 D	7 S
8 mess		9 bill	10 will	11 letter	12 left
Sound pa	air 14				
1 S	2 S	3 S	4 D	5 D 6 D	7 D
8 note		9 rob	10 goat	11 won't	12 cost
Sound pa	ir 15				
_			100	param a	
8 not		3 D 9 luck	4 S	5 S 6 D	7 S
8 1101		9 luck	10 shut	11 collar	12 they're gone
Sound pa	ir 16				
1 S	2 S	3 S	4 D	5 D 6 D	7 D
8 soup		9 rule	10 boot	11 pole	12 grow
Sound pa	ir 17				
1 D	2 S	3 D	4 S	5 S 6 S	7 D
8 saw		9 low	10 call	11 bowl	12 walk
Sound pa	ir 18	-0.11			
1 D	2 S	3 D	4 S	5 S 6 D	7 S
8 know			10 allowed	11 a shower	12 phoned
Sound pa	ir 19		- 0 P		
1 \$			4 D	5 S 6 S	
8 Luke	2 3	9 fool	10 pool		7 D 12 butcher saw
		2 1001	10 poor	11 shoc dye	
Sound pa	ir 20				
1 S	2 D	3 D	4 S	5 books 6 luck	
Sound par	ir 21				
1 D	2 S	3 S	4 S	5 D 6 D	7 D
8 but		9 hurt	10 earned a	11 suffer	12 shut
Sound pai	ir 22				
1 S		3 S	4 S	5 D 6 S	7 D
8 bet		9 steady	10 won	11 again	12 butter
				1 1 20	Tameros .

					- 4
Sound pa	ir 23				
1 C	2 5	3 D	4 D	5 D 6 S	7 S
8 short	23	9 odder	10 spot	5 D 6 S 11 water ski	12 port
Sound pa	air 24				
1 5	2 D	3 D	4 D	5 D 6 S	7 S 12 bird
8 beard		9 we're	10 fur	11 her	12 bild
Sound pa	air 25				
4 D	2.0	3 \$	4 \$	5 S 6 S 11 hair	7 D
1 D	2 1	9 stir	10 bared	11 hair	12 fur
o where		, our	25.000		
Sound pa	air 26				ny Laure
1 S	2 S	3 S	4 D	5 D 6 S	7 D
8 bored		9 sir	10 short	5 D 6 S 11 first	12 walked
Sound p	air 2.7				
4 D	2 6	3 5	4 D	5 D 6 S 11 hard	7 D
9 for	23	9 heart	10 further	11 hard	12 firm
o iai					
Sound p	air 28				ng historic
1 S	2 S	3 D	4 D	5 D 6 S 11 robe	7 D
8 bill		9 push	10 packs	11 robe	12 ocai
Sound p	air 29			00.50	
1 C	2 6	3 5	4 D	5 D 6 D each 11 Say 'boil'	7 S
1 S	23	9 They've ached	10 some of	each 11 Say 'boil'	12 I've rushed it
o vec		,,			en haund
Sound p	pair 30				
1 5	2 D	3 D	4 S	5 S 6 S	7 5
8 fool		9 pine	10 past	11 a nicer pear	12 race
Sound p					
		2.0	4 5	5 D 6 S	7 D
1 8	2 D	3 S 9 sip	10 raise	11 niece	12 peace
8 eyes		y sip	10 14.00		
Sound p	pair 32				
			4 D	5 S 6 S	7 S
8 sign		9 mash	10 save	11 shoot	12 seat
Sound 1					
			4 6	5 S 6 D	7 D
1 D	2 S	3 D 9 breeze	10 though		12 closed
8 thing		) DICCAC	TO HIVUBII		

Sound pa	air 34					ng launae -
1 5	2 S	3 D	4 D	5 D	6 S	7 D
8 said		9 town	10 coat	19	11 wide	12 writing
Sound p	airs 35					
1 S	2 D	3 D 9 they	4 S	5 D	6 D	7 D
8 tree		9 they	10 thanks		11 taught	12 breathe
Sound p	airs 36					
1 S	2 S	3 D	4 D	5 D	6 S 11 coach	7 D
8 torch		9 aid	10 beat		11 coach	12 hedge
Sound p	air 37					
1 D	2 S	3 D	4 S		6 D	7 S
8 that's or	/er	9 lived	10 few		11 wife's	12 of air
Sound p	air 38					en house
1 D	2 D	3 S	4 D	5 S	6 S	7 D 12 half a weight
8 made av	ware	9 verse	10 wine		11 vest	12 half a weight
Sound p	airs 39					
1 D	2 D	3 D 9 free	4 5	5 D	6 S	7 S
8 thirst		9 free	10 thought		11 What some o	of us 12 either
Sound p						Found pa
1 S	2 D	3 S	4 D	5 D	6 D	7 D
8 gap's		9 back	10 ghost		11 card	12 gold
Sound p						
1 5	2 S	3 D 9 heart	4 D	5 S	6 D	7 S
8 eight		9 heart	10 hair		11 earring	12 heating
Sound p	air 42					
_		3 S	4 D	5 S	6 S 11 yours	7 D
8 jet			10 yoke		11 yours	12 juice
Sound p	airs 43				48.9	ing fangois
1 S	2 D	3 S	4 D	5 D	6 S	7 S
8 holder's		9 fold	10 sheet		11 hair	12 fired
Sound p	air 44					n'y hpene
1 D		3 S	4 D	5 S	6 D	7 S
8 shoes		9 chair	10 cash		11 chips	12 watch

Sound par	ir 45								
1 D	2 D	3 S	4	S	5 S		6 S	~7	D
8 Joe's		9 cheap	10	riches		11 H		12	tune
Sound pa	irs 46								
1 D	2 S	3 S	4	D	5 S		6 D	7	D
8 arch		9 aids	10	each		11 W	atch	12	rage
Sound par	irs 47								in 3
1 5		3 D	4	S	5 D		6 D	7	S
8 chips		9 drunk		train		11 tre	ees	12	jaw
Sound pa	ir 48						La Company		
1 D		3 D	4	S	5 S		6 S	7	D
8 hanged		9 win	10	robbing	g banks	11 ra	n	12	sinking
Sound pa	irs 49								
1 S	2.5	3 D	4	D	5 D		6 D	7	S
8 turn		9 mice					ine		
Sound pa	ir 50					Marin I			
-		3 S	4	D	5 S		65	7	D
8 prayed		9 wrong	10	glow		11 fri	es	12	collect

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\*The newsletter of the pronunciation special interest group.

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